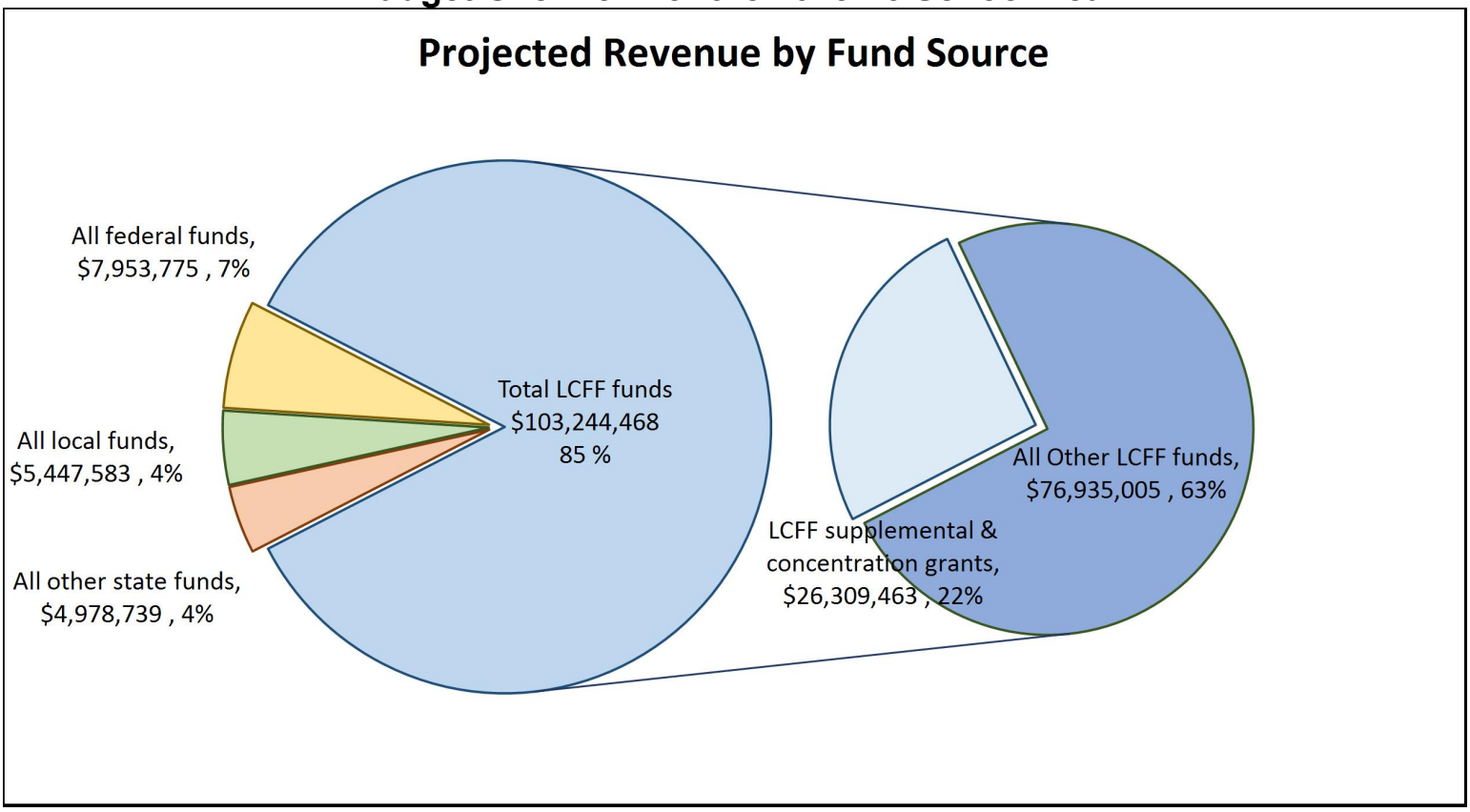
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: El Rancho Unified School District
CDS Code: 19645276013304
School Year: 2025-26
LEA contact information:
Dr. Marco A. Villegas
Superintendent
marcovillegas@erusd.org
(562) 801-7310

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

Budget Overview for the 2025-26 School Year

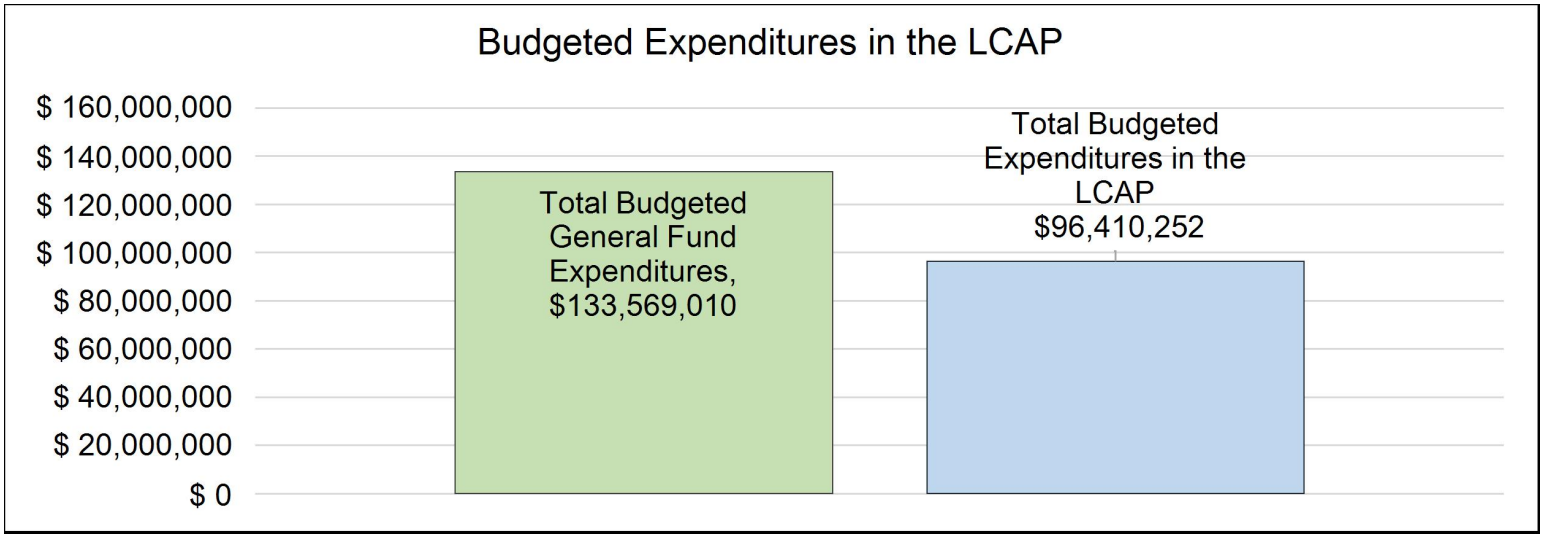


This chart shows the total general purpose revenue El Rancho Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for El Rancho Unified School District is $121,624,565, of which $103,244,468.00 is Local Control Funding Formula (LCFF), $4,978,739.00 is other state funds, $5,447,583.00 is local funds, and $7,953,775.00 is federal funds. Of the $103,244,468.00 in LCFF Funds, $26,309,463.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much El Rancho Unified School District plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: El Rancho Unified School District plans to spend $133,569,010.00 for the 2025-26 school year. Of that amount, $96,410,252.00 is tied to actions/services in the LCAP and $37,158,758 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

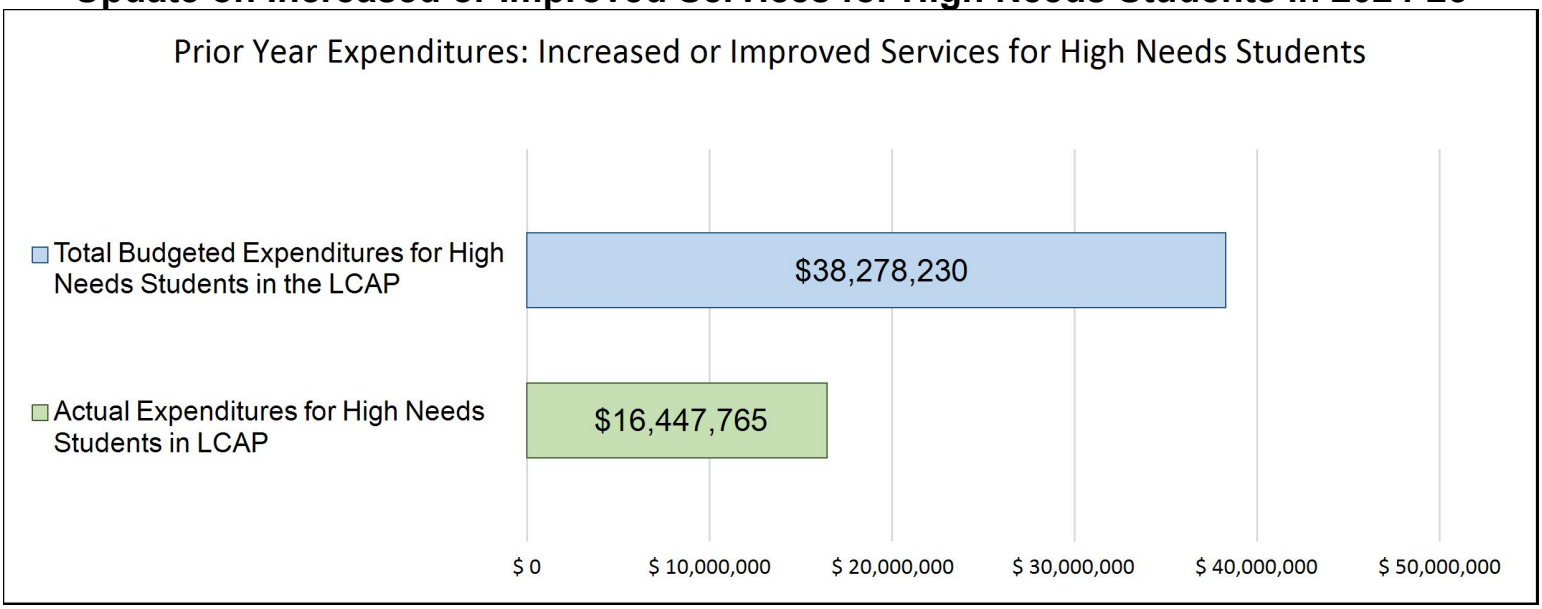
The district does not include operating expenses and capital expenditures for district-wide departments. The most significant general fund expenditures not included in the Local Control and Accountability Plan (LCAP) are primarily related to the salaries of administrators, certificated staff, classified staff, and support staff and expenditures that are not funded through LCFF and not specific to the goals, actions and services in the Local Control and Accountability Plan (LCAP). In addition, these may include expenditures such as school facilities and maintenance that involves staffing, equipment, repair, and contracts. Other general fund expenditures are related to school programs and general overhead.

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

In 2025-26, El Rancho Unified School District is projecting it will receive $26,309,463.00 based on the enrollment of foster youth, English learner, and low-income students. El Rancho Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. El Rancho Unified School District plans to spend $44,141,910.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2024-25, El Rancho Unified School District's LCAP budgeted $38,278,230.00 for planned actions to increase or improve services for high needs students. El Rancho Unified School District actually spent $16,447,765.00 for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of $21,830,465 had the following impact on El Rancho Unified School District’s ability to increase or improve services for high needs students:

The difference between the budgeted and actual expenditures of $21,830,465 had the following impact on El Rancho Unified School District’s ability to increase or improve services for high needs students: As a district, we encountered difficulty maintaining and securing certain positions at school sites. We were able to create a job description for school based Teachers on Special Assignment, Action 3.3, to serve as Interventionists but the postions were not hired. The following actions were not offered Action 2.10 Wellness Centers, not all sites created these spaces, Action 2.16 Board Certified Behavior Analysts and Action 3.10; we did not hire all the positions budgeted for this action. We were also able to use federal and grant funds to execute some actions, such as Actions 2.9 College Tutors, Action 2.4 Parent Workshops, Action 2.3 Mental Health Counselors, Action 2.5 School Community Liaison, Action 2.13 Student Services. Action 3.1 was also partially funded through federal and grant funds, as well as Action 3.2 Extended Learning Opportunities, Action 2.14 Student Engagement Beyond the School Day Action 3.13 Professional Development to Support EL's and Action 3.4 Academic Programs. ERUSD will prioritize the allocations of funds to support student success and well being. Recognizing the needs of our students, we will move forward with expanding implementation of enhanced in-class supports and materials and continue to expand our focus on having a Parent Liaison at every school site. Our commitment to community and parental engagement is also reflected in our budget allocation for engagement programs and improved communication tools.

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

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

Plan Summary [2025-26]

General Information

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

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

El Rancho Unified School District serves approximately 6,990 TK-12 students, 198 students in state preschool, and 866 enrollees in the Adult School program. We have a total of 13 schools comprised of 8 elementary schools, 3 middle schools, 1 high school, and 1 alternative high school. Support programs for at-promise students include after-school intervention, online credit recovery, and summer school programming. Our student population has approximately 16.64% English learners (EL), with the majority speaking Spanish. Our student population identifies with the following ethnic groups: 97.08% Hispanic/Latino, 1.14% White, 0.62% Asian, 0.46% Filipino, 0.30% African American, and 0.26% Two or more races. Approximately 76.35% of our students are classified as socio-economically disadvantaged.

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

Reflections: Annual Performance

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

A review of currently available student performance data reveals growth on some key metrics. We were able to identify some areas where we made growth within the categories of the College and Career Indicator. In 2024 we saw an increase of 3.8% in the number of students considered college and career ready based on CTE pathway completion. We also saw a 5.2% increase in the number of students considered college and career ready based on AP exam scores. Our CTE Pathway completion rate also increased by 3.2%. Additionally, our students demonstrated growth in the area of math, with a 7.2 point increase in their distance from standard. Local data from our district interim assessments also shows growth in the area of math, with students at the middle school level averaging a 3.8% growth in the number of students meeting or exceeding standards and students at the high school level averaging a 5.5% growth of students meeting or exceeding standard. 2024 CAASPP data showed significant growth in the percentage of students meeting/exceeding standards at the high school level. Specifically, there was a 7.16% increase in ELA and a 5.53% increase in math. Finally, the graduation rate in ERUSD continues to be an area of success with 2024 dashboard data showing the district graduation rate at 93.4% which is nearly 7% above the statewide graduation rate.

During our reflection, we also found that there is room for improvement in some areas. In 2024, five (Durfee Elementary, North Ranchito Elementary, Valencia Academy of the Arts, North Park Academy of the Arts, and Ruben Salazar Continuation School) out of thirteen school sites received the lowest performance level on one or more state indicators on the California School Dashboard. In addition, five student subgroups (EL's, LTEL's, Foster, Homeless, and Students with Disabilities) received the lowest performance level on one or more state indicators on the California School Dashboard in 2024. Based on this data, as well as current local assessment data, we recognize that there is a need to continue providing additional support services for all five subgroups, specifically in the area of English Language Arts, where four out of the five subgroups received a red indicator. We see that these students continue to perform at a significantly lower level than their peers in ELA. This data indicates that there is a need to provide more guidance, support, and professional development that will lead to improving instructional strategies used to teach our students.

The 2023 California Dashboard data showed that growth was necessary for various student groups at our school sites. Within our LEA, 9 schools received the lowest performance level on one or more stat indicators on the 2023 Dashboard. Durfee Elementary's English Learner subgroup received a red indicator for Chronic Absenteeism. Rio Vista Elementary's Students with Disabilities received a red indicator in ELA. South Ranchito Dual Language Academy's English Learners received a red indicator in ELA, and their Students with Disabilities received a red indicator for Chronic Absenteeism. Valencia Academy of the Arts' Students with Disabilities received a red indicator in suspension. North Park Academy of the Arts' Socioeconomically Disadvantaged students received a red indicator in Mathematics, their Hispanic students received a red indicator in Mathematics, and their English Learners received a red indicator in both ELA and Mathematics. North Park also had a red indicator for all students in mathematics. Rivera Middle School's Socioeconomically Disadvantaged students received a red indicator in Mathematics and Suspensions, their Hispanic students received a red indicator in Mathematics and Suspensions, and their English Learners received a red indicator in ELA,Mathematics, English Learner Progress, and Suspensions, and their Students with Disabilities received a red indicator in ELA. RIvera Middle School also had a red indicator for all students in mathematics and in suspension.

STEAM Academy @ Burke's Students with Disabilities received a red indicator in ELA and Math, and their English Learners received a red indicator in Chronic Absenteeism. El Rancho High School's Students with Disabilities received red indicators in Mathematics and Suspensions. Salazar Continuation School's Hispanic students and Socioeconomically Disadvantaged students received red indicators in the College and Career Indicator and in Suspensions, and their Students with Disabilities received a red indicator in Suspensions. Salazar Continuation School also had a red indicator for all students in suspensions and the College and Career Indicator. Finally, the 2023 California Dashboard showed that four student groups in El Rancho Unified School District received the lowest performance level on one or more state indicators. In 2023, ERUSD English Learners received red indicators in both ELA and Mathematics, our Foster Youth group received a red indicator in ELA, Mathematics, Chronic Absenteeism, and Suspensions, our Students with Disabilities received a red indicator in ELA, our Homeless student group received a red indicator in the College and Career Indicator, and our White subgroup received a red indicator in Chronic Absenteeism.

ERUSD will not have unused LREBG funds for the 2025-2026.

Reflections: Technical Assistance

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

Based on 2024 Dashboard data, El Rancho Unified School District is eligible for differentiated assistance through the state-determined criteria: LTEL and Students with Disabilities performance in two or more Local Control Funding Formula (LCFF) state priority areas.

For LTEL's the state priority areas are:

- Pupil Achievement (Priority 4), Red on the ELA or Math Indicator and Orange on the other indicator
- Outcomes in a Broad Course of Study (Priority 8), Red on the College/Career Indicator

For Students with Disabilities, the state priority areas are:

- Pupil Achievement (Priority 4), Red on the ELA or Math Indicator and Orange on the other indicator

-School Climate (Priority 6), Red on the Suspension Rate Indicator

- Outcomes in a Broad Course of Study (Priority 8), Red on the College/Career Indicator

El Rancho Unified School District continues to receive support based on 2023 eligibility criteria for our Foster Youth subgroup in Chronic Absenteeism, Suspension Rate, and ELA and Math indicators.

In response to these designations, El Rancho Unified School District has begun implementing work to address the specific needs of these two populations. For Priority 4, we will continue to engage in a range of professional development activities focused on supporting our teaching staff with further developing their instructional strategies to meet the unique learning needs of our LTEL's and SWD student population (Action 3.1). In particular, professional development will continue to focus on building teacher efficacy by identifying and effectively addressing specific student learning needs via a multi-year initiative focused on Universal Design for Learning. As participants in UDL training, teachers districtwide will learn about providing flexibility in the manner students access material, engage with academic content including ELA and Math, and demonstrate what they have learned. Additionally, for Priority 4, action 3.2 shows that ERUSD will support LTEL's by providing enhanced materials, supports, and extended learning opportunities. This will include providing extended learning

programs before/after school, Saturdays, and summer. It will also include the implementation of AVID Excel at the middle school level. This action aims to significantly improve academic achievement and student engagement of this student group.

In response to Priority 6, through action 2.8, ERUSD will provide programs that support positive behavioral interventions and supports (PBIS) for student behaviors that help develop and strengthen character traits. This action will serve to support all student groups that received red indicators for Suspension. We expect that the implementation of strong character education will help decrease negative student behaviors and lower rates of suspension. Additionally, through action 2.7, ERUSD will continue to employ Behavioral Technicians to support students by collaborating with teachers to help them develop a system of support within their classrooms and developing a behavioral structure that reinforces positive behavior and redirects unwanted behavior.

In response to Priority 8, through action 3.4 , ERUSD will maintain academic programs(i.e., AVID, Project Lead the Way, Dual Enrollment, CTE, Ethnic Studies and others) that give students TK-12 the opportunity to think critically and creatively, while communicating effectively and which provide pathways to demonstrating college and career readiness. Additionally, through Action 3.9, ERUSD will promote college and career readiness through activities and provide information on post-secondary options. ERUSD will also provide college and career counseling activities and provide information on post-secondary options. Instructional materials related to college and career readiness activities will also be purchased and provided. Resources and activities that promote and support attendance at post-secondary institutions.

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.

There are no schools in our school district that are currently identified for 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.

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Parent/Community Meeting, including SELPA (SPED) Administrator Elementary, Middle School and High School Teachers, Administrators and Principals Ruben Salazar High School parents, students, other school personnel, and Principals Classified Employee Meeting (California School Employees Association (CSEA)-Classified Bargaining Unit) Certificated Employees (El Rancho Federation of Teachers (ERFT)-Certificated Bargaining Unit) High School Students District Advisory Committee District English Learner Advisory Committee District Program parents, students, staff, and administrators	In the Spring of 2025, El Rancho Unified School District initiated an extensive process to engage its educational partners in developing both its LCAP goals and its action items for its 2025-26 LCAP plan. This process included three LCAP meetings and multiple LCAP surveys for staff, community partners and students. Each LCAP community meeting included students, parents, teachers, community members, administrators, union representatives, other school personnel, principals and SELPA representatives. The three topics addressed were: a review of the LCAP process and the five goals, data analysis to identify needs based on identified metrics, and the opportunity to provide feedback on current actions and possible future actions. Parents and students expressed appreciation for the current actions but requested that more analysis be given to the causes for struggling students. Three surveys were created and distributed to the community, staff and students to provide a greater opportunity for input into the needs of our district and the current areas of success. There were 264 responses received for the staff survey; 294 for the parent survey and 2,211 responses for the student survey. A draft of the LCAP was provided for review and comment to the District Advisory Committee and District English Learner Advisory Committee. During a School Board meeting, a presentation of the draft LCAP was provided for review and comment. Written responses to comments shared by DAC/DELAC were emailed to all who attended and the document was posted in English and Spanish on the district webpage.

Educational Partner(s)	Process for Engagement
	Feedback offered by stakeholder groups is summarized below. All community members were informed of the opportunity to provide written comments regarding specific actions and expenditures in 2025-26 Local Control Accountability Plan for El Rancho Unified School District. Participants of engagement sessions were also informed that they would be able to submit written comments. (*Note: The LCAP was made available to all community members electronically with the agenda for the public hearing and the community was notified of the availability of a printed copy at the ERUSD District Office). A public hearing was held on June 17, 2025, and ERUSD's school board approved the LCAP on June 24, 2025.
Ruben Salazar High School parents, students, other school personnel, and Principal	On May 29th, during Ruben Salazar's School Site Council Meeting feedback was gathered on the LCAP Goals, Actions and Metrics with a focus on Goal 5 (Equity Multiplier Goal). Three surveys were created and distributed to the community, staff, other school personnel, and students to provide a greater opportunity for input into the needs of our district and the current areas of success. These were filtered for Ruben Salazar responses.

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

During our LCAP meetings that included all the groups listed above, a need to continue and grow the number of mental health counselors available. There was a clear concerns about student mental health and the need for ongoing support for students, therefore we will continue to employ mental health counselors district-wide. They would like more educational workshops and academic support through college tutors. Upgrading and maintaining school facilities remained a key priority. They also expressed an interest in providing more training for support staff. All of these actions are included in our LCAP. In analysing the three surveys that were administered, we saw the following themes arise.

Students— Students also expressed the desire for cleaner facilities.

Staff— Teachers highlighted the benefits of additional classroom support for small group instruction through instructional aides and college tutors, particularly for English Learners. In response to teacher advocacy for increased support in the classroom, especially for English Learners, we havehired interventionists (Action 3.3) at the secondary level to work with students who are performing below grade level beginning the 2025-2026 school year. We have an action to address this concern; it provides an aide in all Kindergarten through 2nd grade. Additionally, there were requests for more supportive efforts to increase student safety on campus.

Community-- Parents echoed staff concerns about facility upgrades and the cleanliness on facilities. Additionally, parents requested expanded academic support options, including field trips. They also expressed concerns around bullying and disruptive student behavior, as well as security. We will continue to provide SSO's, SPO's and an SRO.

Administrators— The implementation of Community Liaisons has continued at all school sites, as well as mental health counselors. Sites who have been able to establish Wellness Centers have found them to be beneficial.

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

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Number of Williams Complaints Submitted Annually	There were no Williams Complaints filed for the 2022-2023 school year in regards to facilities.	There were no Williams Complaints filed for the 2023-2024 school year in regards to facilities.		No Williams Complaints	No Williams complaints; no change
1.2	Appropriately assigned and fully credentialed teachers	98% Fully Credentialed in 2023-24	For 2024-2025:		100% Fully Credentialed	Fully Credentialed: 1% Increase

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		99% Properly Assigned in 2023-24	Fully Credentialed in 2024-2025: 99% Properly Assigned in 2024-2025: 100%		100% Properly Assigned	Properly Assigned: 1% Increase
1.3	Standards Aligned Instructional Materials	All students had access to standards aligned instructional material in 2023-2024.	All students have access to standards aligned instructional materials thus far for the 2024-2025 school year.		All students have access to standards aligned instructional material	All students have access to standards aligned instructional materials; no change
1.4	Facilities maintained in good repair	All facilities are maintained in good repair for the 2023-2024 school year.	For the 2024-2025 school year one school site in exemplary repair, nine schools are in good repair, and three schools are in fair repair.		All facilities are maintained in good repair	1 school site increased to exemplary. 9 schools in good repair; no change. 3 schools decreased to fair.
1.5	Implementation of the academic content and performance standards adopted by the state board	El Rancho Unified School district is in full implementation of the Common Core Standards for ELA and Math and is working towards full implementation of the NGSS, ELD and other content standards for the 2023-2024 school year.	ERUSD is in full implementation of the Common Core Standards for ELA and Math and is working towards full implementation of the NGSS, ELD and other content standards for the 2024-2025 school year.		El Rancho Unified School district is in full implementation of the Common Core Standards for ELA ,Math, NGSS, ELD and other content standards.	No change.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.6	Percentage of students enrolled in dual enrollment	During the 2023-24 school year, 4.1% of students enrolled in dual enrollment through our early high school college academy.	During the 2024-25 school year, 6 % of students enrolled in dual enrollment through our early high school college academy.		10% of students enrolled in dual enrollment through our early high school college academy.	1.9% Increase
1.7	Percentage of students enrolled in Career Technical Education	During the 2023-24 school year, 31.5% of high school students enrolled in Career Technical Education.	During the 2024-25 school year, 30% of high school students enrolled in Career Technical Education.		40% of high school students enrolled in Career Technical Education.	1.5% Decrease
1.8	Percentage of students enrolled in honors/Advanced Placement/International Baccalaureate	During the 2023-24 school year, 35.6% of high school students enrolled in honors/Advanced Placement/International Baccalaureate courses.	During the 2024-25 school year, 40% of high school students enrolled in honors/Advanced Placement/International Baccalaureate courses.		40% of high school students enrolled in honors/Advanced Placement/International Baccalaureate courses.	4.4% Increase

Goal Analysis [2024-25]

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 successfully implemented the majority of actions outlined under Goal 1 to ensure all students receive standards-aligned instruction from highly qualified teachers in safe, clean, and welcoming facilities. Key successes included maintaining 99% of teachers fully credentialed and 100% properly assigned (1.1), ensuring full access to standards-aligned instructional materials (1.4), and providing clean, safe facilities, with 96.6% of schools rated “good” or better (1.3).

The district's Teacher Induction Program, action 1.5, is helping support new teachers, by focusing on English Learner Instructional support. Health services (1.6) expanded as planned, yet district data showed only a slight increase in student access, indicating continued need to reach more students.
Challenges included supporting vertical collaboration across grade spans (1.5) and expanding health and library services to all students (1.2, 1.6). Despite these, implementation efforts largely aligned with the LCAP and positively contributed to instructional quality and student well-being.
Despite these challenges, the overall implementation of the actions was largely successful, with positive outcomes for students, staff, and the broader educational community. The district's flexibility in addressing challenges and its commitment to providing equitable support for all students contributed to the effective realization of most planned goals. The successes of the actions, particularly in teacher retention, library support, health services, and instructional materials, have significantly enhanced the educational experience for students in the district.

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

Within Goal 1, there are several actions that differ between Budgeted Expenditures and Estimated Actual Expenditures.
For Action 1.1, Highly Qualified Staff, there was a difference as our planned expenditures were $39,851,366 and our estimated actual expenditures were $40,351,395. It is due to additional staff in grade levels and other subject areas than originally planned.
Action 1.2, Librarian and Library Media Technician Support was a difference of $201,535 from planned expenditures to estimated actuals. This difference was due to differences in step and column raises for staff and the inclusion of library materials and resources.
There was a significant difference in expenditures for Action 1.3, Maintaining Safe Facilities. The planned expenditure was $7,460,424, while the estimated actual expenditure was $606,700, resulting in a difference of $6,853,724. This difference is due to the reclassification of planned facility projects to a different funding source outside of the LCAP, such as deferred maintenance funds or other capital outlay budgets. Although the projects remain a priority and are still being addressed, they were no longer charged to this specific action within the LCAP. The remaining expenditures under Action 1.3 reflect routine maintenance and smaller-scale safety improvements completed during the year.
There was no significant difference for Action 1.4, Instructional Materials, as we had planned expenditures of $1,368,780 and estimated actual expenditures were $1,359,685.
There was a significant difference in expenditures for Action 1.5, Teacher Induction Program. The planned expenditure was $350,000, while the estimated actual expenditure was $197,075.26, resulting in a difference of $152,924.74. This difference is due to a lower-than-expected number of new teachers requiring induction services during the year. Additionally, some costs were offset by external funding sources, such as grants or state reimbursement programs. Despite the reduced expenditure, all eligible new teachers were fully supported through the induction process.
There was also an increase in Action 1.6, Student Wellness of $157,064.45 as our estimated actual expenditures were $950,131.45 and planned expenditures were $793,067. This increase is due to the hiring of an additional Licensed Vocational Nurse (LVN) and expanded support from Registered Nurses (RNs) to better meet student health needs across school sites.

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

1.1 Hiring highly qualified staff and ensuring proper teacher assignments has been an effective action in achieving LCAP Goal 1. With 99% of teachers fully credentialed and 100% properly assigned, the district is ensuring high-quality instruction, directly contributing to the goal of standards-aligned instruction from highly qualified teachers.
1.2 The librarian and library media techs supported English Learners and low-income students by providing multilingual materials and creating a positive library environment. This contributed to increased access to books and other resources that may not otherwise be available, supporting the goal of providing a broad course of study. This action was moderately effective for Low Income students, whose ELA CAASPP scores increased slightly from 36.39% in 2022–23 to 36.81% in 2023–24. However, it was less effective for English Learners and Foster Youth. English Learners experienced a slight decline from 10.61% to 10.29%, and Foster Youth declined from 21.74% to 19.92%.
1.3 Maintenance of facilities has been effective in providing safe and clean learning environments for students. With most schools in good or exemplary repair, the district is meeting the goal of having safe, clean, and welcoming facilities.
1.4 Providing access to instructional materials has supported standards-aligned instruction across grade spans, ensuring that all students have the necessary resources to access core content.
1.5 The teacher induction program remains a critical action for supporting new teachers, particularly in English Learner instructional support. As the two year program continues to serve new teachers, it is expected to enhance instructional effectiveness and support student learning. For English Learners, the effectiveness of this action was mixed. In ELA, EL performance declined slightly from 10.61% meeting or exceeding standards in 2022–23 to 10.29% in 2023–24, indicating the action was not effective in improving ELA outcomes. In contrast, math scores for ELs increased from 7.6% to 10.25%, suggesting the action was effective in supporting improved outcomes in math.
1.6 Student Health and Wellbeing addressed wellness needs for low-income students, helping them remain focused on learning. By responding to students' health needs, this action has been effective in supporting students' overall well-being, which indirectly supports academic progress. For Low-Income students, this action was effective. Chronic absenteeism in this group dropped by 5.3%, and there was a slight improvement in academic outcomes, with ELA and math performance on the Dashboard showing modest gains. For Foster Youth, the action was somewhat less effective. While academic performance improved in both ELA and math, chronic absenteeism increased by 2.5%, which may have limited the overall academic benefit for this group.

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.

Based on the analysis of Year 1 implementation and outcome data, no substantive changes to the planned goal, metrics, target outcomes, or actions are being made for the coming year. The majority of actions were implemented as intended, and preliminary data indicates progress toward the articulated goal. Maintaining consistency will allow the district to gather additional data and better assess the full impact of current strategies. Two changes were made to Action 1.6. The first was renaming it from "Student Wellness" to "Student Health and Wellbeing" to avoid confusion with the district's wellness centers. The second was increasing LVNs. Based on the number of foster and low-income families seeking assistance from LVNs, it became evident that the needs of our foster youth and low income students exceeded the support capacity of the existing LVNs. As a result, the district increased LVN staffing to 6 so that 4 of the LVNs could provide more comprehensive and responsive health support. Continued monitoring of our data will inform any necessary adjustments that may need to be made.

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	Highly Qualified Staff	ERUSD will recruit and retain highly qualified teachers and ensure adequate certificated staffing who will provide designated and integrated english langauge development instruction for English Learner students.	$39,851,366.00	No
1.2	Librarian and Library Media Technician Support	Our certificated Librarian and Library media techs help support the library used by low income, English learners and foster youth. The librarian and techs aid in book selection, book maintenance, and upkeep of an overall positive library environment for these students who may not otherwise have opportunities to visit the city library. ERUSD's librarian and library media techs play a crucial role in supporting English learner (EL) students by curating language learning resources, offering multilingual materials, and promoting digital literacy. Their commitment to promoting literacy and language development make them valuable allies in the educational journey of English learners. School libraries play a vital role in fostering the development of youth by providing access to resources, promoting literacy and reading skills, encouraging independent learning, and providing a safe and inclusive space. Our library staff ensures that our school libraries are equipped to play these vital roles.	$1,380,257.00	Yes
1.3	Maintaining Safe Facilities	Provide facilities and maintenance staff to maintain an optimal learning environment that is clean, safe and well maintained.	$7,460,424.00	No
1.4	Instructional Materials	Provide access to the range of instructional materials (i.e. manipulatives and online resources/platforms) needed to fully access core content across the TK-12 grade span.	$1,668,780.00	No
1.5	Teacher Induction Program	Provide a two-year job-embedded individualized induction program that is focused on extensive support and mentoring for new teachers in their first	$352,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		and second year of teaching with a focus on English Learner instructional support.		
1.6	Student Health and Wellbeing	Our population of low income students have demonstrated a need for health services. Additional registered nurses, LVN's and site health clerks address the health needs of low income students by promoting wellness, referring students to appropriate services, and providing families to access appropriate health care services. Nurses, LVN's, and Health Clerks are key components of health services for students. In addition to responding to the immediate health needs of low income students, they lead the district's efforts to proactively identify health needs and provide or connect students and families to the appropriate services and resources. Nurses also engage in outreach to provide important health information and education to students and families. Two of our four registered nurses, four of our six LVN's, and three of our thirteen health clerks address the physical needs of low-income students, who often times are not seen by a medical care professional. Students are supported in their learning process through educating and promoting wellness.	$993,067.00	Yes

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Staff LCAP Surveys	In 2023-2024, 61.3% of Staff Report Feeling Engaged by ERUSD as an educational partner	In 2024-2025, 69.3% of Staff Report Feeling Engaged by ERUSD as an educational partner		70% of Staff Report Feeling Engaged by ERUSD as an educational partner	Increase of 8%
2.2	Parent LCAP Surveys to gauge participation	On the 2023-2024 LCAP Parent Survey	On the 2024-2025		On the LCAP Parent Survey	7.13% Increase of parents report

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		56.67% of parents report participating in district sponsored activities (i.e. PTA, School Site Council, performances, festivals, ceremonies, etc.) On the 2023-2024 LCAP Parent Survey 53.49% of English Learner parents report participating in district sponsored activities On the 2023-2024 LCAP Parent Survey 56% of Low Income parents report participating in district sponsored activities	LCAP Parent Survey 63.8% of parents report participating in district sponsored activities (i.e. PTA, School Site Council, performances, festivals, ceremonies, etc.) On the 2024-2025 LCAP Parent Survey 54.1% of English Learner parents report participating in district sponsored activities On the 2024-2025 LCAP Parent Survey 63% of Low Income parents report participating in district sponsored activities		65% of parents report participating in district sponsored activities On the LCAP Parent Survey 60% of English Learner parents report participating in district sponsored activities On the LCAP Parent Survey 65% of Low Income parents report participating in district sponsored activities	participating in district sponsored activities .61% Increase of English Learner parents report participating in district sponsored activities 7% Increase of Low Income parents report participating in district sponsored activities
2.3	Student Surveys/California Healthy Kids Survey (CHKS)-Meaningful Participation	The 2022-2023 CHKS survey showed that 39% of elementary students reported meaningful participation in their schools. At the secondary level, 7th	The 2023-2024 CHKS survey showed: Elementary: 37% 7th: 22% 9th: 15% 11th: 21%		Elementary: 50% 7th: 30% 9th: 25% 11th: 25% Non Traditional: 25%	Elementary: 2% Decrease 7th: 1% Increase 9th: 3% Decrease 11th: 2% Increase Non Traditional: 1% Decrease

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		grade reported 21%, 9th grade reported 18%, 11th grade reported 19%, and non-traditional reported 18%.	Non Traditional: 17%			
2.4	Parent Participation in district and site advisory committees, District Advisory Committee, District English Learner Advisory Committee, School Site Council, and English Learner Advisory Committee.	All required advisory committees were held to provide stakeholders with the opportunity to be part of the decision-making process as evidenced by meeting agendas, calendars and sign-in sheets in 2023-2024.	All required advisory committees were held at most sites to provide stakeholders with the opportunity to be part of the decision-making process as evidenced by meeting agendas, calendars and sign-in sheets in 2024-2025. 4 sites did not meet this metric.		All required advisory committees are held to provide stakeholders with the opportunity to be part of the decision-making process as evidenced by meeting agendas, calendars and sign-in sheets.	Decrease of 4 sites.
2.5	Middle School Drop Out Rate	The middle school drop out rate for 2022- 2023 was 0%	The middle school drop out rate 2023-2024 was 0%		The middle school drop out rate is 0%	Remained at 0%
2.6	Suspension Rate	The suspension rates for the 2022-2023 school year were All Students - 5.2% Foster Youth - 13.9% Hispanic - 5.1% English Learners - 4.4% Students with Disabilities - 7.1%	2023-2024: All Students - 5.5% Foster Youth - 9.1% Hispanic - 5.5% English Learners - 4.6% Students with Disabilities - 8.6%		The district suspension rate decreased for all students as well as for each student group: All Students - 2% Foster Youth - 10% Hispanic - 2%	All Students - 0.3% Increase Foster Youth - 4.8% Decrease Hispanic - 0.4% Increase English Learners - 0.2% Increase Students with Disabilities - 1.5% Increase

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Socioeconomically Disadvantaged - 5.3%	Socioeconomically Disadvantaged - 5.7%		English Learners - 2% Students with Disabilities - 5% Socieconomically Disadvantaged - 2%	Socioeconomically Disadvantaged - 0.4% Increase
2.7	Attendance Rate	The district attendance rate for the 2022-2023 school year was 92%	The district attendance rate for the 2023-2024 school year was 96%		The district attendance rate for the school year is 97%	4% Increase
2.8	Chronic Absenteeism	The chronic absenteeism rates for the 2022-2023 school year were All Students - 27% Foster Youth - 23.4% White - 25.9% English Learners - 26.2% Students with Disabilities - 38.2% Socioeconomically Disadvantaged - 28.1%	The chronic absenteeism rates for the 2023-2024 school year were All Students - 21.6% Foster Youth - 25.9% White - 23% English Learners - 21% Students with Disabilities - 28.1% Socioeconomically Disadvantaged - 22.8%		The district chronic absenteeism rate decreased by 5% for all students as well as for each student group. All Students - 22% Foster Youth - 18% White - 20% English Learners - 20% Students with Disabilities - 30% Socioeconomically Disadvantaged - 23%	All Students - 5.4% Decrease Foster Youth - 2.5% Increase White - 2.9% Decrease English Learners - 4.8% Decrease Students with Disabilities - 10.1% Decrease Socioeconomically Disadvantaged - 6.7% Decrease
2.9	Expulsion Rate	The district expulsion rate for the 2022-2023 school year was 0.1%	The district expulsion rate for the 2023-2024 school year was 0.08%		The district expulsion rate for is 0.1%	0.02% Decrease

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.10	Staff LCAP Survey Feedback-Safety	In 2023-2024, 85.7% of Staff Report Feeling Safe at their School site	In 2024-2025, 90.5% of Staff Report Feeling Safe at their School site		87% of Staff Report Feeling Safe at their School site	4.8% Increase
2.11	Parent LCAP Survey Feedback-Safety	On the 2023-24 Parent LCAP Survey, 85.66% of parents report that their "child feels safe at school."	On the 2024-25 Parent LCAP Survey, 91.1% of parents report that their "child feels safe at school."		On the Parent LCAP Survey, 88% of parents report that their "child feels safe at school."	5.5% increase
2.12	Student Surveys/California Healthy Kids Survey (CHKS)-Safety	The 2022-2023 CHKS survey showed that 79% of 5th grade students perceived their schools as Very Safe or Safe. At the secondary level, 7th grade reported 56%, 9th grade reported 52%, 11th grade reported 59%, and non-traditional reported 67%	The 2023-2024 CHKS survey showed: 5th: 73% 7th: 58% 9th: 50% 11th: 54% Non-traditional: 67%		Our CHKS survey shows the following percentages for students perceiving their schools as safe or very safe: 5th: 85% 7th: 61% 9th: 57% 11th: 64% Non-traditional: 72%	5th: 6% Decrease 7th: 2% Increase 9th: 2% Decrease 11th: 5% Decrease Non-traditional: No Change
2.13	Staff LCAP Survey Feedback-Engagement	On the 2023-24 Staff LCAP Survey, 72.9% of staff indicate they are given opportunities to	On the 2024-25 Staff LCAP Survey, 75.4% of		On the Staff LCAP Survey, 80% of staff indicate they are given opportunities to get	2.5% Increase

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		get involved in school-wide decisions	staff indicate they are given opportunities to get involved in schoolwide decisions		involved in school-wide decisions	
2.14	Parent LCAP Survey Feedback-Engagement	In 2023-2024, 75.37% of Parents feel Engaged as Educational Partners	In 2024-2025, 86.3% of Parents feel Engaged as Educational Partners		80% of Parents feel Engaged as Educational Partners	10.93% Increase
2.15	High School Dropout Rate	In 2022-23, the Drop Out rate was 4.22%.	In 2023-24, the Dropout rate was 3.20%		The high school drop out rate is 3%	1.02% Decrease
2.16	Parent LCAP Survey-Communication	82% of Parents surveyed Agreed or Strongly Agreed with the statement "The office staff communicates effectively with parents." 66.7% of Foster Parents surveyed Agreed or Strongly Agreed with the statement "The office staff communicates effectively with parents." 86.6% of Low Income Parents surveyed Agreed or Strongly Agreed with the statement "The office	Did not implement metric.		89% of Parents surveyed Agreed or Strongly Agreed with the statement "The office staff communicates effectively with parents." 75% of Foster Parents surveyed Agreed or Strongly Agreed with the statement "The office staff communicates effectively with parents."	N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		staff communicates effectively with parents."			89% of Low Income Parents surveyed Agreed or Strongly Agreed with the statement "The office staff communicates effectively with parents."	
2.17	Parent LCAP Survey-Mental Health Support	In 2023-2024, 83.46% of Parents surveyed Agreed or Strongly Agreed with the statement "My children know where to go for help if they are having emotional or mental health needs." 91.46% of Parents of Low Income students surveyed Agreed or Strongly Agreed with the statement "My children know where to go for help if they are having emotional or mental health needs." 86% of Parents of English Learner students surveyed Agreed or Strongly Agreed with the statement "My children know where to go for	In 2024-2025, 91.9% of Parents surveyed Agreed or Strongly Agreed with the statement "My children know where to go for help if they are having emotional or mental health needs." 92.5% of Parents of Low Income students surveyed Agreed or Strongly Agreed with the statement "My children know where to go for help if they are having emotional or mental health needs." 86.5% of Parents of English Learner		87% of Parents surveyed Agreed or Strongly Agreed with the statement "My children know where to go for help if they are having emotional or mental health needs." 95% of Parents of Low Income students surveyed Agreed or Strongly Agreed with the statement "My children know where to go for help if they are having emotional or mental health needs." 90% of Parents of English Learner	8.44% Increase of Parents surveyed Agreed or Strongly Agreed with the statement "My children know where to go for help if they are having emotional or mental health needs." 1.04% Increase of Parents of Low Income students surveyed Agreed or Strongly Agreed with the statement "My children know where to go for help if they are having emotional or mental health needs." 0.5% Increase of Parents of English

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		help if they are having emotional or mental health needs." 100% of Parents of Foster students surveyed Agreed or Strongly Agreed with the statement "My children know where to go for help if they are having emotional or mental health needs."	students surveyed Agreed or Strongly Agreed with the statement "My children know where to go for help if they are having emotional or mental health needs." 100% of Parents of Foster students surveyed Agreed or Strongly Agreed with the statement "My children know where to go for help if they are having emotional or mental health needs."		students surveyed Agreed or Strongly Agreed with the statement "My children know where to go for help if they are having emotional or mental health needs." Maintain 100% of Parents of Foster students surveyed Agreed or Strongly Agreed with the statement "My children know where to go for help if they are having emotional or mental health needs."	Learner students surveyed Agreed or Strongly Agreed with the statement "My children know where to go for help if they are having emotional or mental health needs." Maintained 100% of Parents of Foster students surveyed Agreed or Strongly Agreed with the statement "My children know where to go for help if they are having emotional or mental health needs."
2.18	Parent LCAP Survey-District Communication	In 2024-2025 86.3% of Parents surveyed Agreed or Strongly Agreed with the statement "I feel engaged by the district as an educational partner." 100% of Foster Parents surveyed Agreed or Strongly Agreed with the statement "I feel	N/A		89% of Parents surveyed Agreed or Strongly Agreed with the statement "I feel engaged by the district as an educational partner." Maintain 100% of Foster Parents surveyed Agreed or Strongly Agreed	N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		engaged by the district as an educational partner." 81.7% of Low Income Parents surveyed Agreed or Strongly Agreed with the statement "I feel engaged by the district as an educational partner."			with the statement "I feel engaged by the district as an educational partner." 89% of Low Income Parents surveyed Agreed or Strongly Agreed with the statement "I feel engaged by the district as an educational partner."	

Goal Analysis [2024-25]

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, Goal 2 is being implemented as planned, with actions reflecting growth, in alignment with their intended purposes. A few actions, however, reflect some implementation differences. Action 2.2 (School Security Officers/Noon Aides) This action was partially implemented as we began the school year due to staffing challenges, but we're now moving forward to ensure all sites have the support students need. Action 2.3 (Mental Health Counselors) was partially implemented at first due to staffing delays, however additional Mental Health Counselors have been hired to support unduplicated students with mental health services. Action 2.4 (Parent Workshops) had lower-than-expected participation and attendance in the first half of the year, prompting a redesign of the format and delivery method—including hybrid and on-demand options—which has increased parent engagement. We will also be offering Parent Workshops at each site, as opposed to at one central location. Action 2.7, Behavior Technicians, is fully implemented. While behavior technicians are not at every school site every day, they are supporting students across all schools, helping address behaviors that can affect student achievement and school culture. Action 2.10 (Wellness Centers) continues to be implemented as schools designate a location. We expect that our schools will demonstrate an increase in student participation and improvements in student emotional well-being and behaviors. Action 2.11 (GoPass) was also implemented, providing students with transportation access. Action 2.16, Board Certified Behavior Analysts, was not implemented as the district was unable to fill the position. Action 2.9, Tutoring Support, was partially implemented as we were not able to have all the tutoring support for students in all the classrooms as projected. Action 2.13, Student Services, was also partially implemented as not all positions

were filled for the entire school year, as well as action 2.14, student engagement beyond the school day, as we were able to use other funding sources to increase opportunities to engage students in after school enrichment programs.
Overall, while some of our actions were partially implemented, most actions have been implemented to strengthen our school climates and offer student support systems. Action 2.1, 2.5, 2.6, 2.8, 2.10-2.12, and 2.15 were implemented as planned.

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

Many actions included as part of Goal 2 have been implemented as planned, and estimated actual expenditures are in general alignment with budgeted expenditures. There are, however, areas in which there is a notable difference between budgeted and estimated actual expenditures.
Action 2.1, EduClimber Comprehensive data had a slight difference of $11,602.65 from $46,655 in planned expenditures as compared to estimated actual expenditures of $58,257.65. This difference is due to an increase in the cost of the program to ensure access and use of the platform across school sites.
Action 2.2, School Security Officers(SSO)/Noon Aides/School Peace Officer (SPO)/School Resource Officer (SRO) had a difference of $188,420. This difference reflects the salaries of personnel that were hired for this action.
Mental Health Counselors, Action 2.3, had a significant difference between actual estimated expenditures and budgeted expenditures. The difference of $1,821,807 was due to the salaries of some of the Mental Health Counselors being covered by grants.
Action 2.4, Parent Workshops, had a significant difference. Only $23,000 of the $500,000 allocated for parent workshops was spent due to the use of grant and site funds, as well as the need to redesign workshop offerings to better align with families' needs.
Action 2.5, School Community Liaison for Foster/Homeless Student Case Management had $88,826.11 in estimated actuals, compared to the planned budget amount of $170,000, as part of the expenditure was covered by grant funds.
There was an increase of $491,660.71 for Action 2.6, Parent Liaisons with estimated actuals at $751,660.71 compared to the planned budgeted amount of $260,000, as we were able to hire and train parent liaisons for every school site.
Action 2.7, Behavior Technicians had a slight difference of $31,646.34 as we were able to hire and fill a vacant Behavior Technician position.
Action 2.8: Character Development/Behavior Intervention Programs, the planned expenditure was $279,412.00, with actual expenditures totaling $231,646.34. The difference is due to lower-than-anticipated program costs and fewer contracted services and materials utilized across school sites.
Action 2.9: Tutoring Support was planned at $275,000.00, but actual expenditures totaled $33,129.78. This material difference is due to challenges in staffing trained tutors such as limited candidate pools and scheduling conflicts.
Action 2.10: Wellness Centers was planned at $875,000.00, with actual expenditures totaling $419,424.01. The material difference is due to phased implementation and scaling of Wellness Centers across all school sites. While Wellness Centers provided vital mental health services, safe spaces, workshops, and student check-ins, some sites required additional time to fully establish and staff these centers.
Action 2.12, Attention2Attendance, the expenditure for Attention2Attendance was $108,000 instead of the full $330,000 because the amount reflects the cost of a multiyear contract rather than a single-year expense.
Action 2.13: Student Services was planned at $3,412,376.00, with actual expenditures totaling $1,153,363.84. The material difference reflects staffing challenges and positions being filled later than anticipated during the year.

Action 2.14: Student Engagement Beyond the School Day was planned at $2,400,000.00, with actual expenditures of $1,889,846.46. The difference in budgeted versus actual expenditures is due to adjustments in program delivery and participation rates throughout the year. Other funding sources were used to fund the programs.
Action 2.15: Provide ParentSquare access, Aeries Parent Portal, Seesaw, Edlio Web, and Access Plus had a planned expenditure of $125,000.00 with actual expenditures totaling $147,353.56. The higher actual spending reflects increased cost in communication platforms to enhance school-to-home connections.
Action 2.16: Board Certified Behavior Analysts (BCBAs) was planned with an expenditure of $290,000.00, but no actual expenditures were recorded. This reflects challenges in staffing and implementation delays that prevented the district from deploying BCBAs as intended.

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

Several actions proved effective in strengthening parent engagement, including Action 2.4 (Parent Workshops), Action 2.5 (Foster/Homeless Liaison), Action 2.6 (Parent Liaisons), and Action 2.15 (ParentSquare, Aeries, and related communication platforms). These actions contributed to improved outcomes on parent involvement metrics, demonstrating their impact in connecting families—particularly those of unduplicated student groups—to school supports and information. Action 2.5, specifically focused on supporting Foster Youth through the Foster/Homeless Liaison, was effective. The suspension rate for Foster Youth decreased from 13.9% in 2022–23 to 9.1% in 2023–24, reflecting a 4.8% drop.
Mental health and wellness support provided through Actions 2.3 (Mental Health Counselors), 2.10 (Wellness Centers), and 2.13 (Student Services) were partially effective. While these services expanded access to mental health resources for low-income students, English learners, and foster youth, chronic absenteeism and student suspensions indicate that further interventions and supports are needed to increase their impact on student engagement and behavior. Additionally, for action 2.3, the district saw a slight increase in the overall level of mental health services provided, due to the expansion of mental health counselor staffing. As a result, English Learners, Low Income students, and Foster Youth had increased access to check-ins and support from mental health counselors and a 2% increase in LCAP survey results for levels of inclusivity, safety, and belonging. Taken together, these factors suggest that Action 2.3 was moderately effective for unduplicated students.
Our attendance-related actions such as Action 2.1 (eduCLIMBER), Action 2.11 (Go PASS), and Action 2.12 (Attention 2 Attendance) were effective in reducing chronic absenteeism across all groups with the exception of Foster youth that only saw a 2% increase. This indicates that our identified actions are addressing the barriers keeping students from attending school consistently.
Behavior-related actions were partially effective. Action 2.7 (Behavior Technicians), Action 2.8 (Character Development/Behavior Intervention), and Action 2.2 (SSO/SPO/SRO supports) did not show a reduction in suspensions and the suspension rate remained the same as last year for all students. We need to identify stronger or more targeted behavior interventions. The data reflects an overall need to improve implementation of our actions and alignment to support student needs. Specifically for 2.7, not showing a reduction in suspension rates coincided with a decrease in student LCAP survey data for safety for Foster Youth by 1% and Low Income students by 2%.
Actions 2.9 (College Tutors) and 2.14 (Student Engagement Beyond the School Day) supported supplemental academic and enrichment opportunities, indicating that these actions offer our students support and opportunities for engagement. For action 2.9, there was an increase in the graduation rate for English Learners by 3%, indicating the effectiveness of this action. Action 2.14 was effective for English Learners and Low Income students, as chronic absenteeism decreased from 26.2% to 21% and from 28.1% to 22.8%, respectively. However, the action was less effective for Foster Youth, whose chronic absenteeism increased from 23.4% to 25.9%.

Overall, while some actions require ongoing evaluation, the majority of actions under Goal 2 were effective in addressing the needs of students and contributed meaningfully toward building a more inclusive and supportive school environment for students.
Action 2.16, Board Certified Behavior Analysts (BCBA), was unable to be implemented due to the contract for BCBA services was approved late in the year, which prevented implementation during the current school year.

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.

Some changes were made to actions in Goal 2 based on reflections from the prior year. FastBridge Screener was added to Action 2.3, Mental Health Counselors, to support mental health counselors in identifying students' social-emotional and behavioral needs more effectively, allowing for earlier intervention and targeted support. For Action 2.5, we added the phrase "and access to programs and activities" to more accurately reflect the scope of support provided to foster and homeless youth. This addition emphasizes the district's commitment not only to addressing basic needs, but also to ensuring students have equitable access to the full range of school-based programs and enrichment opportunities. An additional $110,000 was added to the budget to support these efforts. For Action 2.6, $560,000 was added to the budget to enhance the capacity of parent liaisons to engage families of unduplicated students more effectively across school sites. In addition, the action was revised to explicitly include the responsibility of hosting parent meetings and events. This change was based on reflections from prior years that highlighted the need for more structured, site-based opportunities for families to engage directly with staff and each other in support of student success. For Action 2.8, a program specialist was moved from Action 2.13 to this action to better align her expertise with character development and behavior intervention programming.
The action title for Action 2.9 was changed from "College Tutors" to "Tutoring Support" to better reflect the expanded range of services and programs offered, allowing for greater flexibility in addressing student needs. Lastly, for Action 2.13, a data processing clerk was added to increase operational support within Student Services and improve the monitoring of student data related to social-emotional and academic outcomes. We will no longer monitor metric 2.16 and have added metric 2.18 in its place. This change was made to ensure the metric captures a broader and more inclusive perspective of parent engagement beyond interactions with office staff alone. The previous wording was too specific and did not reflect the full range of staff and experiences that contribute to parent engagement.

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	EduClimber Comprehensive Data System	Beyond learning needs, our unduplicated students come to us with many non-academic needs. To impact achievement, we need to attend to the needs of these students in a holistic manner. Some of these areas of need include attendance, behavior, and social emotional needs. eduCLIMBER is a comprehensive data system that we will use to capture and analyze	$58,160.00	Yes

Action #	Title	Description	Total Funds	Contributing
		data in all of these areas in order to make targeted instructional decisions to support English learners and foster students.		
2.2	School Security Officers(SSO)/Noon Aides/School Peace Officer (SPO)/School Resource Officer (SRO)	Provide school sites with the necessary support from an SSO/Noon Aides/SPO/SRO for students, staff, and parents to feel safe and welcome at an inclusive school environment. School Security Officers(SSO)/School Peace Officer (SPO)/School Resource Officer (SRO) will also provide mediation services on campuses.	$1,011,958.00	No
2.3	Mental Health Counselors	Continue to provide and expand Mental Health supports for the mental well being of low income, foster and EL students. Foster Youth, English Language Learners, and students Identified as Low Income are at higher risk of trauma, stress, anxiety, depression and dropping out of school. To continue to address the need of the unduplicated population, the El Rancho Unified School District will prioritize unduplicated student groups by receiving identification lists of unduplicated students and prioritizing the offering of mental health services to these students. A tool that will assist us in identifying these students is the Fastbridge screener. A Mental Health Counselor will contact each foster youth and/or guardian to assess the need for mental health services and offer supportive services as needed. In addition, the Student Services Department will coordinate with English Learner Teachers and offer mental health support to English Learner classrooms and offer specialized case management for low-income students and families such as those students with Medi-Cal, as well as students who are uninsured and under-insured. Hiring additional Mental Health Counselors will assist in meeting the mental health service needs and improve the following outcomes for unduplicated students: graduation rates, individual academic outcomes, truancies, school attendance and engagement, discipline referrals, peer interactions, and social-emotional skills.	$3,420,000.00	Yes
2.4	Parent Workshops	Provide parent workshops on a variety of topics including academics, educational programs, safety, school transitions, and technology. Partner with organizations to provide parent workshops that integrate tools,	$500,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		strategies, and resources in navigating their child's education. There will be targeted support for English Learners and Low Income.		
2.5	School Community Liaison for Foster/Homeless Student Case Management	Provide a liaison to facilitate case management for students in foster care and students experiencing homelessness. The school/community liaison will (1) connect with families to assess student needs of basic supplies and ensure that students have the necessary materials and access to programs and activities for school success; (2) Facilitate communication between the school and parents/families regarding academics; and (3) link students with social services and community resources such as housing.	$280,000.00	Yes
2.6	Parent Liaisons	ERUSD will provide a parent liaison at each school site to specifically support communication and engagement of parents of ELs, Low-Income students, and foster youth. These liaisons, will help parents get the information and assistance they need to support their children at home and to ensure their children's success in school. Following are some of the tasks with which parent liaisons will assist: host parent meetings/events, general parent communication; connecting parents with academic resources; engaging families in school events such as conferences, back to school nights, workshops, and volunteering; and providing assistance with accessing supports during challenging times (i.e. facilitating connections with Student Services for support with a host of social services).	$820,000.00	Yes
2.7	Behavior Technicians	Behavioral Technicians support students by collaborating with teachers to help them develop a system of support within their classrooms and developing a behavioral structure that reinforces positive behavior and redirects unwanted behavior. These supports are particularly helpful for our Low Income Students and Foster Youth who may have experienced trauma.	$320,000.00	Yes
2.8	Character Development/Behavi	Provide programs, services, and a program specialist for TK-12 that support positive behavioral interventions and supports (PBIS) for student	$409,412.00	Yes

Action #	Title	Description	Total Funds	Contributing
	or Intervention Programs	behaviors that help develop and strengthen character traits with a primary focus on foster students. This action will also serve to support all student groups that received red indicators for Suspension. These schools are Valencia, El Rancho HS, Rivera Middle School and Salazar High School.		
2.9	Tutoring Support	Provide tutoring support in ELA, math, ELD and AVID classrooms, including AVID Excel. AVID targets C average students who have the potential to succeed in a rigorous academic course of study if given both the opportunity and support. Students are accepted to the program through an application and interview process. One criteria for admittance into the program is membership in an underserved group—students “in the middle.” This includes students who would be the first in their family to attend college and are a member of a group underrepresented in college, low income, English learners, and foster children. Tutors will be trained individuals who can provide students support both in class and outside of class time for low income, English Learner and Foster children.	$500,000.00	Yes
2.10	Wellness Centers	Create and maintain Wellness Centers at all school sites. Wellness Centers provide students mental health services and serve as safe spaces for students. These spaces will also be used to conduct workshops, mental health consults and check in's and used to promote socialization.	$875,000.00	Yes
2.11	Provide Students with a Go PASS	Provide all Low Income students LEA-wide, with a Go PASS that gives them access to the Metro Link and Montebello Bus Services. The pass is unlimited for student use.	$50,000.00	Yes
2.12	Attention 2 Attendance	Attention 2 Attendance is an attendance improvement software that assists in identifying early warning and intervention, attendance and conferencing management, and reports necessary to help make informed decisions to improve attendance and remove barriers for all students. This action will also serve to meet the needs of all student groups that received red indicators for Chronic Absenteeism. These schools are Durfee, STEAM Academy and South Ranchito Dual Language Academy.	$330,000.00	No

Action #	Title	Description	Total Funds	Contributing
2.13	Student Services	The Director of Student Services, additional counselors, school psychologists, mental health liaison, data-processing clerk Lead SSO's and PBIS trained School Security Officers will work collaboratively to address the academic issues and social-emotional well being of Foster Youth. They will also provide individual mentoring to these students and share resources on activities available on campus and in the community in which students can participate.	$3,412,376.00	Yes
2.14	Student Engagement Beyond the School Day	English learners, Foster Youth, and low-income students will have increased opportunities to engage and be involved in school through additional after-school enrichment programs, co-curricular activities, and student recognition and motivational incentives.	$2,400,000.00	Yes
2.15	Provide ParentSquare access/Aeries Parent Portal/Seesaw/Edlio Web and Access Plus	Effective school to home communication positively impacts student achievement. ParentSquare, Aeries Parent Portal Seesaw and Edlio Web, and Access Plus offers the capability to communicate with parents through platforms that are easy to understand and offer communication in multiple languages so that parents of English learner students can access the information.	$150,000.00	Yes
2.16	Board Certified Behavior Analysts	Board Certified Behavior Analysts (BCBAs) will provide targeted behavioral interventions for foster youth and low-income students, addressing their unique and often complex needs. They will help create individualized support plans that promote positive behaviors and academic success that our three Behavior Technicians can implement. BCBAs will also collaborate with administrators and staff to implement effective strategies, fostering a supportive and inclusive learning environment for all students.	$290,000.00	Yes

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	CAASPP Scores ELA - (EAP)	The percentage of 11th grade students Meeting/Exceeding Standards in the ELA CAASPP assessments is 46.84% for 2022-23, indicating students measure Ready for College in the EAP.	The percentage of 11th grade students Meeting/Exceeding Standards in the ELA CAASPP assessments is 54.65% for 2023-24, indicating students measure Ready for College in the EAP.		The percentage of 11th grade students Meeting/Exceeding Standards in the ELA CAASPP assessments is 60%	7.81% increase

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.2	CAASPP Scores MATH - (EAP)	The percentage of 11th grade students Meeting/Exceeding Standards in the Math CAASPP assessments is 16.47% for 2022-23, indicating students measure Ready for College in the EAP.	The percentage of 11th grade students Meeting/Exceeding Standards in the Math CAASPP assessments is 22.11% for 2023-24, indicating students measure Ready for College in the EAP.		The percentage of 11th grade students Meeting/Exceeding Standards in the Math CAASPP assessments is 30%	5.64% increase
3.3	ELA Assessment (3-8)- CA School Dashboard	The California School Dashboard reflected a performance level of Yellow and a Distance from Standard of -32.4 in ELA for grades 3-8 and 11, in 2022-23. Additional data for student groups: Foster Youth - -92.2 DFS, Red English Learners - -73.8 DFS, Red Students with Disabilities - -116.1 DFS, Red Socioeconomically Disadvantaged - -37.1, Orange	The California School Dashboard reflected a performance level of Orange and a Distance from Standard of -31 in ELA for grades 3-8 and 11, in 2023-24. Foster Youth - -73 DFS, Orange, English Learners - -74.8 DFS , Red, Students with Disabilities- -118.4 DFS, Red, Socioeconomically Disadvantaged- -36.5 DFS, Orange		The California School Dashboard reflects a +9 point increase from the 2023 Dashboard in ELA for grades 3-8 and 11. Foster Youth - +15 point increase English Learners - +15 point increase Students with Disabilities -+15 point increase Socioeconomically Disadvantaged - +15 point increase	A +1.4 point increase from the 2023 Dashboard in ELA for grades 3-8 and 11. Foster Youth - +19.2 point increase English Learners - 1point decrease Students with Disabilities - 1point decrease Socioeconomically Disadvantaged - +0.6 point increase
3.4	Math Assessment (3-8)- CA School Dashboard	The California School Dashboard reflected a performance level of	The California School Dashboard reflected a		The California School Dashboard reflects a +9 point	A +7.2 point increase from the 2023 Dashboard in

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Orange and a Distance from Standard of -78.3 in Mathematics for grades 3-8 and 11, in 2022-23. Additional data for student groups: Foster Youth - -106.3 DFS, Red English Learners - -107.4 DFS, Red Students with Disabilities - -152.3 DFS, Orange Hispanic - -79.4 DFS, Orange Socioeconomically Disadvantaged - -83.3, Yellow	performance level of Yellow and a Distance from Standard of -71.1 in Math for grades 3-8 and 11, in 2023-24. Foster Youth - -96.4 DFS, Orange English Learners - -104.8 DFS, Red Students with Disabilities - -147.5 DFS, Orange, Hispanic - -72.2 DFS, Yellow, Socioeconomically Disadvantaged- - 76.3 DFS, Yellow		increase from the 2023 Dashboard in Math for grades 3-8 and 11, for all students, as well as for each student group. Foster Youth - +15 point increase English Learners - +15 point increase Students with Disabilities - +15 point increase Hispanic - +15 point increase Socioeconomically Disadvantaged - +15 point increase	Math for grades 3-8 and 11. Foster Youth - +9.9 point increase English Learners + 2.6 point increase Students with Disabilities - +4.8 point increase Hispanic - +7.2 point increase Socioeconomically Disadvantaged - +7 point increase
3.5	CTE Pathway Completion	2022-23 CTE Completion Rate is 13.3%.	2023-24 CTE Completion Rate is 16.5%		CTE Completion Rate is 30%.	3.2% increase
3.6	College & Career Readiness Dashboard	The College & Career Readiness for the 2022-2023 California School Dashboard was that 38.8% of students were prepared. Class of 2023 10.7% of English Learners were prepared	The College & Career Readiness for the 2023-2024 California School Dashboard was that 34% of students were prepared. Class of 2024 11.7% of English		The College & Career Readiness for the California School Dashboard is 50%. 18% of English Learners were prepared	Class of 2024 4.8% decrease 1% increase for English Learners 5.3% decrease for Low Income students

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Class of 2023 38% of Low Income students were prepared Class of 2023 6.7% of students experiencing homelessness were prepared	Learners were prepared Class of 2024 32.7% of Low Income students were prepared Class of 2024 24% of students experiencing homelessness were prepared		50% of Low Income students were prepared 10% of students experiencing homelessness were prepared	17.3% increase for students experiencing homelessness
3.7	AP Pass Rate	2022-23 AP Pass Rate is 47.2%	2023-24 AP Pass Rate is 49.2%		AP Pass Rate is 55%.	2% increase
3.8	A-G Completion Rate	A-G completion rate is 46.2% for 2022-23. Class of 2023 16.7% of English Learners completed the a-g requirements Class of 2023 45.3% of Low Income students completed the a-g requirements	A-G completion rate is 36.4% for 2023-24. Class of 2024 12.5% of English Learners completed the a-g requirements Class of 2024 34.9% of Low Income students completed the a-g requirements		A-G completion rate is 55%. 10% of English Learners completed the a-g requirements 20% of Low Income students completed the a-g requirements	9.8% decrease 4.2% decrease for English Learners 10.4% decrease for Low Income students
3.9	A-G and CTE Pathway Completion Rate	In 2022-2023, 9.2%, completed both the a-g requirements and a CTE pathway.	In 2023-2024, 9.1%, completed both the a-g		15%, completed both the a-g requirements and a CTE pathway.	0.1% decrease

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			requirements and a CTE pathway			
3.10	ELPAC Percent Proficient Scores	2022-2023: 16.57% ELs attaining English language proficiency based on the ELPAC overall score of 4	2023-24:13.43% ELs attained EL proficiency on the ELPAC		25% ELs earned English language proficiency based on the ELPAC overall score of 4.	3.14% decrease
3.11	EL Reclassification Rate	The EL Reclassification Rate in 2022-2023 is 17%.	EL Reclassification Rate in 2023-24 is 15.5%		The EL Reclassification Rate is 25%.	1.5% decrease
3.12	Graduation Rate	2022-23 Graduation Rate is 93.52%	2023-24 Graduation Rate was 93.4%		The Graduation Rate is 97%.	0.1% decrease
3.13	CAST Scores	The 2022-2023 CAST results are: ERUSD all grades 21.13% Met or Exceeded Standards all high school grade at at 21.05%, Met/Exceeded, Grade 8 Met/Exceeded is 19.97%, and Grade 5 22.51% met or exceeded standards.	2023-24 CAST results are: all grades 22.36% Met or Exceeded Standards, all high school grade at at 21.59%, Grade 8 is 18.01%, and Grade 5 is 27.87%		Met or Exceeded Standards, All grades 24% High school 24%, Grade 8 23% Grade 5 25%	Met or Exceeded Standards, All grades increase of 1.23% High school increase of 0.55% Grade 8 decrease of 1.96% Grade 5 increase of 5.36%
3.14	Senior Survey	99% of 2023 senior students surveyed replied that they had plans to attend college and/or work after graduation.	99.7% of 2024 seniors surveyed plan to attend college and/or work after graduation.		100% of senior students surveyed have plans to attend college and/or work after graduation.	Increase of 0.7%
3.15	STAR Reading Assessment-English Learner	In 2023-2024, 29% of English Learners in 2nd grade are scoring at or above the 40th	In 2024-2025, 33.7% of English Learners in 2nd grade are scoring at or above the		33% of English Learners in 2nd grade are scoring at or above the 40th percentile on	Increase of 4.7%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		percentile on the Star Reading Assessment.	40th percentile on the Star Reading Assessment.		the Star Reading Assessment.	
3.16	STAR Literacy Assessment-English Learner	In 2023-2024, 35% of English Learners in Kinder and 1st grades are scoring at or above the 40th percentile on the Star Early Literacy Assessment.	In 2024-2025, 30% of English Learners in Kinder and 1st grades are scoring at or above the 40th percentile on the Star Early Literacy Assessment.		39% of English Learners in Kinder and 1st grades are scoring at or above the 40th percentile on the Star Early Literacy Assessment.	Decrease of 5%
3.17	CAASPP Scores ELA - Elementary and Middle School	The percentage of 5th grade students Meeting/Exceeding Standards in the ELA CAASPP assessments is 43.55% for 2022-23. The percentage of 8th grade students Meeting/Exceeding Standards in the ELA CAASPP assessments is 36.29% for 2022-23.	38.69% of 5th graders Met/Exceeded Standards in the ELA for 2023-24. 33.64% of 8th graders Met/Exceeded Standards in the ELA for 2023-24.		The percentage of 5th grade students Meeting/Exceeding Standards in the ELA CAASPP assessments is 48%. The percentage of 8th grade students Meeting/Exceeding Standards in the ELA CAASPP assessments is 40%.	4.86% decrease for 5th graders 2.65% decrease for 8th graders
3.18	CAASPP Scores Math - Elementary and Middle School	The percentage of 5th grade students Meeting/Exceeding Standards in the Math CAASPP assessments is 20.3% for 2022-23. The percentage of 8th grade students	24.11% of 5th graders Met/Exceeded Standards in Math for 2023-24. 22.37% of 8th graders Met/Exceeded		The percentage of 5th grade students Meeting/Exceeding Standards in the Math CAASPP assessments is 26%.	4.8% increase for 5th graders 1.19% decrease for 8th graders

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Meeting/Exceeding Standards in the Math CAASPP assessments is 23.56% for 2022-23.	Standards in Math for 2023-24		The percentage of 8th grade students Meeting/Exceeding Standards in the Math CAASPP assessments is 28%.	
3.19	Star Reading Assessment - 3rd Grade	45.7% of 3rd grade students scored at or above the district benchmark on the Star Reading assessment in 23-24.	50.8% of 3rd grade students scored at or above the district benchmark on the Star Reading assessment in 24-25.		50% of 3rd grade students scored at or above the district benchmark on the Star Reading assessment.	Increase of 5.1%

Goal Analysis [2024-25]

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.

We have been able to implement the majority of the Goal 3 Actions. We trained all of our certificated staff in the Universal Design for Learning framework (Action 3.1). AVID Excel and English Language Development classes are offered during the summer (Action 3.2). We have partially implemented Action 3.3. Our new interventionist position have been flown and we have hired teachers to serve in this role beginning in the 2025-26 school year. Challenges to implementing this action included creating a new job and job description. We were also mindful to not pull teachers during the school year and negatively impact classrooms. We are looking at expanding our offerings for Action 3.2. AVID Excel has been implemented and has shown success at North Park Academy of the Arts. A significant challenge has been balancing spending between the various restricted funds, such as the Titles, Educator Effectiveness, A-G Grant, and CCAP & Middle College Grants. ERUSD has maintained its commitment to expanded counselor access in middle and high schools across the district. These counselors are providing a range of supports to our most vulnerable student populations (i.e. foster, homeless, low-income and English Learner students). El Rancho is in its fourth year of partnership with Hatchings Results to deliver professional development to counselors. The professional development organization is providing counselors with training on best practices to promote students' academic and socio-emotional success (Action 3.7). For Action, 3.10, the challenge was in hiring and retaining sufficient instructional support staff to fully implement the planned small group interventions. For Action 3.12, all aspects of the action were implemented but there was an increase in services when we added DNA to increase the effectiveness of this action. We partially implemented Action 3.13 and provided professional development to classified staff that works directly with students. Action 3.13 had limited opportunities to provide professional development;

however, this year classified staff was provided with more professional development opportunities than in previous years. All other Actions 3.4, 3.5, 3.6, 3.8, 3.9, and 3.11 were implemented as planned.

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

This goal has several actions where the budgeted expenditures and estimated actual expenditures have differences. One major reason for these discrepancies are the use of grant and categorical funds to fund these actions. For example, Title 1 funds and Educator Effectiveness funding were used to fund professional development (Action 3.1), TOSA and Content Experts (Action 3.5) and extended learning opportunities (Action 3.2). Categorical funds were also used to support Actions 3.6 and 3.7. The A-G grant and the Ethnic Studies grant supported the following Actions 3.4 and 3.9. In addition, the Middle College and CCAP grant helped fund programs such as dual enrollment which is part of Action 3.4. Action 3.3 was less that estimated the secondary school site based interventionists were not hired until May 2025 and will not begin until Fall 2025. There was a significant difference for Action 3.8, Dual Language Immersion Support/Professional Development from our planned expenditures. While teachers and staff did receive professional development as planned, the costs were covered by other funding sources, from grants and categorical funds. For Action, 3.10, Small Group Instructional Opportunities for Students, there was a significant difference of $605,727.90 from the planned expenditures of $1,032,000 and the estimated actuals of $426.272.10. The difference is due to challenges in hiring and retaining sufficient instructional support staff to fully implement the planned small group interventions. Other funds, such as categorical funds, were used as an alternative funding source to support these instructional activities. For Action 3.11, Class Size Reduction, the allocated amount was $4,372,337.00 while the actual expenditures totaled approximately $5.1 million, resulting in a material difference of roughly $727,663. This difference is due to increased staffing costs associated with maintaining smaller class sizes, including adjustments for negotiated salary increases, step-and-column movement, and expanded benefit contributions. Additionally, fluctuations in enrollment patterns required the hiring of additional teaching staff to preserve the intended student-to-teacher ratios in TK–3 classrooms serving low-income and English Learner students. These factors collectively contributed to the higher-than-anticipated costs necessary to fully implement this action as described.
For Action 3.12, the estimated actuals exceeded the budgeted expenditures because of the inclusion of DNA platform which we use to assess and administor our interim assessments. All aspects of the Action 3.12 were implemented but there was an increase in services when we added DNA to increase the effectiveness of this action. This gives us valuable data for addressing English Learner needs. Action 3.13 did not meet the budgeted expenditure because there were limited opportunities to provide professional development; however, this year classified staff was provided with more professional development opportunities than in previous years.

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

Several Goal 3 actions have proven to be effective, as measured through the identified metrics. The ELA and Math Assessment (3-8)-CA School Dashboard showed growth in both subject areas. In ELA, Low Income students showed a 0.6% growth and Foster showed a 19.2% growth. In math, English Learners improved by 2.6%; Low Income students grew by 7%, and Foster students improved by 9.9%. This growth supports the effectiveness of Actions 3.1, 3.3, 3.5 and 3.13. The only sub-group that did not show growth was English Learners in ELA who dropped 1%. For Action 3.2, we showed 1.4% growth overall in ELA and 7.2% growth for math in ELA and Math Assessment (3-8)-CA School Dashboard. In terms of our subgroup data for this action, Low Income, Foster and English Learners all showed growth in Graduation Rate and showed a decrease in their Chronic Absentee rate, except for Foster. Graduation rate for Foster students was not available due to the small number of students and they showed a 2.4% increase in Chronic Absentee rate. In Action 3.4, the A-G Completion metric showed a

drop overall and a decrease for both Low Income (10.4%) students and English Learners (4.2%). The College and Career Readiness Metric showed a 1% growth for English Learners which supports Actions 3.4 and 3.7's effectiveness. They are both effective actions. However, Low Income students experienced a drop of 5.3% which speak to impact on Low Income students for Action 3.6, 3.7 and 3.9. Action 3.9 was not effective for Low Income students and the Foster student group was too small for generate data for the California Dashboard; however, it was an effective action for Foster Youth because they acieved a 100% graduation rate. Action 3.8 showed effectiveness at Rivera Middle School through the ELA CAASPP scores for English Learners; they showed a 4.48% improvement. South Ranchito's performance remained the same at 6.9%. Action 3.10, Small Group Instructional
Opportunities for Students and Action 3.11, Class size reduction, showed effectiveness as there was an increase of 4.7% increase of English Learners scoring at or above the 40th percentile in the STAR Reading Assessment, yet a 5% decrease of English Learners scoring at or above the 40th percentile on the Star Early Literacy Assessment. There was also a 1 point decrease for English Learners in the 2023 Dashboard in ELA for grades 3-8 and 11 and a 2.6 point increase 2023 Dashboard in math for grades 3-8 and 11. Based on the most recent Dashboard data, there was no measurable change—either increase or decrease—in ELA or Math scores for English Learners and Low-Income students. As a result, the effectiveness of this action cannot be determined at this time. While the support was implemented as intended, the lack of change in outcome data suggests that further review is needed to assess whether the action design, implementation fidelity, or other contributing factors may have impacted its overall effectiveness. Action 3.12, Renaissance Products, was limited effective. There was a 1.79% decrease in the number of English Learners who met or exceeded standards for ELA CAASPP scores and a slight increase of .68% increase in the number of English Learners who met or exceeded standards for Math CAASPP scores.

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

There were no changes made to the goal, metrics, target outcomes or actions for the coming year that resulted from reflections on prior practice. The Baseline data for Metric 3.8 was changed due to incorrect data being listed last year. Action 3.12's description was changed to add the use of DNA and the removal of Freckle. The Metric for 3.7 was rounded down yo 47.2% from 47.22% and Action 3.6 received added language to include other platforms, such as iReady.

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	Professional Development for Teachers	To support our English Learner and Foster Youth student populations El Rancho Unified School District will engage in a range of professional development activities focused on supporting our skilled teaching staff with further developing their repertoire of instructional strategies to meet the unique learning needs of our English Learner and Foster Youth student population. In particular, professional development will examine and build	$3,000,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		teacher efficacy with identifying and effectively addressing specific student learning needs via a multi-year initiative focused on Universal Design for Learning. As participants in UDL training, teachers districtwide will learn about providing flexibility in the manner students access material, engage with academic content, and demonstrate what they have learned. The expectation is that Universal Design for Learning (UDL) will expand opportunities for unduplicated students to access core content in new, substantive ways that affords all students an equal opportunity to succeed.		
3.2	Extended Learning Opportunities and Enhanced Materials	ERUSD will support English Learners, low-income students, and foster youth by providing enhanced materials, supports, and extended learning opportunities. This will include providing extended learning programs before/after school, Saturdays, and summer. It will also include the implementation of AVID Excel at the middle school level. This action aims to significantly improve academic achievement and student engagement of these unduplicated pupils.	$2,800,000.00	Yes
3.3	School Site Based Teachers on Special Assignment Providing Instructional Support at the Elementary and Secondary Levels	To provide instructional support, ERUSD will have teachers on special assignment at elementary and secondary schools, and teachers with release periods at secondary schools, to provide support for teachers and students in the areas of ELA and Math. These teachers may support with implementing a variety of interventions and extended opportunities for student learning, including integrating technology across core content areas so that teachers can plan additional support for our English Learner, Low Income, and Foster Youth students in an effort to close the achievement gap for our students in grades TK-12. This action will also serve to support the schools and student groups that received a red on the ELA and Math indicators on the California Dashboard.	$2,926,484.00	Yes
3.4	Academic Programs	Introduce, implement, and maintain academic programs(i.e., AVID, Project Lead the Way, Dual Enrollment, CTE, Ethnic Studies and others) that give students TK-12 the opportunity to think critically and creatively, while communicating effectively.	$3,800,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.5	Content Experts/Teachers on Special Assignments Providing Support District-Wide	ERUSD received red indicators in both ELA and Math for our English Learner and Foster Youth subgroups, and orange and yellow indicators respectively for our low income students. Teachers on Special Assignment who are content experts in mathematics, English, science, technology, and curriculum and instruction will provide professional development for teachers throughout the district, preschool through twelve with a focus on supporting English Learners, Foster Youth, and low income students. This action will support all student groups at school sites that received red indicators in math and ELA. These schools are North Park Academy of the Arts, Rivera Middle School, and South Ranchito Dual Language Academy.	$1,001,648.00	Yes
3.6	Access to Technology and Online Instructional Programs	Continue the provision of 1:1 electronic devices in grades TK-12 to enhance instruction for English learners and low-income students. This action will also include access to online instructional platforms that provide personalized instruction based on student needs, such as iReady.	$3,500,000.00	Yes
3.7	Increase Access to Academic Counselors	Provide four additional academic counselors (3 at the middle school level, one at the high school level) to increase access and academic support for ELs and low income students.	$600,651.00	Yes
3.8	Dual Language Immersion Support/Professional Development	To support the proper implementation of the dual language program, we will offer professional development workshops for teachers focused on effective EL teaching practices, and creating parental engagement programs that provide language classes and informational workshops for parents. Additionally, ERUSD will establish supplemental tutoring and after-school programs to offer ELs extra language support and homework assistance. ERUSD will also implement the use of technology with language learning platforms and/or software, and ensure access to digital resources to support our ELs academic success.	$530,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.9	College and Career Readiness Support Services	ERUSD will promote college and career readiness through activities and provide information on post-secondary options specifically designed for English Learners, foster and low-income students. ERUSD will fund the cost of all Advanced Placement, PSAT, and International Baccalaureate Exam Fees for these student groups who are enrolled in AP and IB courses. ERUSD will also provide college and career counseling activities and provide information on post-secondary options. Instructional materials related to college and career readiness activities will also be purchased and provided. Resources and activities that promote and support attendance at post-secondary institutions will be provided to English learners, Foster youth, and low-income students, such as the annual College Fair, FAFSA and College Application Workshops, and field trips for students and parents to post-secondary institutions. This action will also serve to support all student groups that received red indicator for the College and Career Indicator.	$1,850,000.00	Yes
3.10	Small Group Instructional Opportunities for Students	Enlist the assistance of trained paraprofessionals to facilitate small group instruction for English Learners and Low-Income students in grades K-2. This action will enhance Tier 1 and Tier 2 supports for these students by facilitating more individualized assistance to address students' specific academic needs.	$1,032,000.00	Yes
3.11	Class size reduction	Provide small class sizes for low-income students grades TK-3 to promote academic and social emotional development and overall school success.These smaller class sizes will facilitate: (1) teachers working with small groups of students from low-income and English Learner families in a more intensive, sustained manner; (2) the opportunity to provide students from low-income and English Learners families with smaller peer groups within which teachers can monitor interactions and scaffold problem solving and conflict resolution—key elements of later school success; (3) rich opportunities for teachers to engage in on-going dialogue with English Learners as a vehicle for promoting oral language development, a critical foundational skill correlated with later reading and writing achievement; and (4) the formation of healthy, nurturing relationships between teachers and students.	$5,172,337.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.12	Renaissance Products	ERUSD will use Renaissance's Star 360, Accelerated Reader, and DNA platforms to provide support to English Learner students. Star 360 assesses students' reading, writing, and language skills, including their English proficiency levels. This data allows teachers to identify each English learner's strengths and weaknesses, enabling them to tailor instruction to meet their specific needs. The Accelerated Reader program which is designed to improve reading skills and foster a love for reading among students, includes comprehension quizzes that test students' understanding of the books they have read and are designed to assess their understanding of the plot, characters, and main ideas of the books. The DNA platforms provides is what we use to assess and administrate our interim assessments which gives us valuable data for addressing English Learner needs.	$300,000.00	Yes
3.13	Professional Development to Support English Learners for Classified Staff Working Directly with Students	To support our English Learner student populations El Rancho Unified School District will provide our a range of professional development activities focused on supporting our classified staff who work directly with students with developing their repertoire of instructional strategies to meet the unique learning needs of our English Learner student population. In particular, professional development will examine address specific student learning needs in a variety of subject areas.	$750,000.00	Yes

Goals and Actions

Goal

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

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Percent of current English Learner students who progressed or maintained an ELPI level	2022-2023 53.4% Progressed or Maintained	For the 2023-2024 school year, 80.1% Progressed or Maintained an ELPI level.		57% Progressed or Maintained	26.7% Increase
4.2	English Learner Reclassification Rate	The English Learner Reclassification Rate in 2022-2023 is 17%.	For the 2023-2024 school year,15.5% of our EL students reclassified.		The English Learner Reclassification Rate will be 25%	1.5 % Decrease

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.3	ELA CAASPP scores for English Learners	2022-2023: 10.61% Met or Exceeded Standard for ELA	For the 2023-2024 school year, 8.82% Met or Exceeded Standards for ELA.		15% Met or Exceeded Standard for ELA	1.79% Decrease
4.4	Math CAASPP scores for English Learners	2022-2023: 7.60% Met or Exceeded Standard for Math	For the 2023-2024 school year, 8.28% Met or Exceeded Standards for Math.		11% Met or Exceeded Standard for Math	.68 % Increase
4.5	Summative ELPAC Results	2022-2023: 16.57% Proficient	For the 2023-2024 school year, 13.43% Proficient.		25% Proficient	3.14% Decrease

Goal Analysis [2024-25]

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

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

Implementation of Goal 4 actions generally aligned with the planned strategies outlined in the LCAP.

Action 4.1 - EL Resource Teacher
The EL Resource Teacher consistently provided professional development across TK-12, focusing on Designated and Integrated English Language Development (ELD), academic language, and evidence-based instructional strategies to support English Learners (ELs) and Long-Term English Learners (LTELs).

Action 4.2 - Staff Articulation and Collaboration
Vertical articulation across grade spans also took place as planned, helping ensure smoother instructional transitions for EL students from elementary to secondary levels.

However, two substantive differences in implementation were noted.

Action 4.3 - Support Services for EL Monitoring
Support staff designated to monitor English Learner progress were not hired on schedule, limiting the district's capacity to consistently track and respond to student progress in listening, speaking, reading, writing, and academic content.

Action 4.4 - English Language Development
Second, site-level instructional support was implemented inconsistently across school sites, which may have contributed to variability in the delivery of ELD instruction.

Action 4.5 - EL Master Plan
Every effort was made to meet the needs of all English Learners in accordance with ERUSD's EL Master Plan to ensure students acquire English language proficiency. Despite the implementation challenges, there were some notable successes. 80.1% of current English Learners progressed or maintained their ELPI level, a substantial improvement from the baseline of 53.4%, and well above the Year 3 target of 57%. This growth suggests that many of the professional development and instructional strategies implemented are positively influencing English language development.
However, several performance indicators fell short of targets, indicating areas for improvement. The English Learner reclassification rate declined slightly from 17% to 15.5%, against a target of 25%. Only 8.82% of EL students met or exceeded standards on the ELA CAASPP, down from 10.61%, and proficiency on the Summative ELPAC dropped from 16.57% to 13.43%, both falling below expected growth trajectories. On a more positive note, Math CAASPP scores for ELs improved modestly from 7.60% to 8.28%, showing slight progress toward the 11% goal.

In summary, while professional development and collaboration structures were implemented successfully, delays in staffing and inconsistencies in site-level support impacted the full realization of planned actions. The strong growth in ELPI performance is promising, but further attention is needed to address gaps in reclassification rates, ELPAC proficiency, and academic achievement in ELA and Math.

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.

4.1-The EL Resource Teacher action contributed to increased and improved services for English Learners. The estimated actual expenditure of $191,653.79 exceeded the planned $182,442.00 due to higher-than-anticipated staffing costs, ensuring sustained support for designated and integrated ELD instruction.

4.2- The Staff Articulation and Collaboration action contributed to improved services. The estimated actual expenditure of $1,548,976.62 was slightly below the planned $1,550,000 due to minor cost savings. Services were still fully implemented, supporting increased alignment and instructional continuity.

4.3-Support services for EL monitoring contributed to improved services; however, the estimated actual expenditure of $255,803.60 was below the planned $400,000 due to staffing vacancies and unspent contracted services. Despite the lower spending, key supports were provided to monitor EL progress and ensure compliance.

4.4-There were no material differences between budgeted expenditures and estimated actual expenditures for this action. No funds were allocated to this item in the budget; therefore, both the budgeted amount and the estimated actual expenditures reflect $0.

4.5-There were no material differences between budgeted expenditures and estimated actual expenditures for this action. No funds were allocated to this item in the budget; therefore, both the budgeted amount and the estimated actual expenditures reflect $0.

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

Action 4.1 – EL Resource Teacher
The professional development and instructional support provided by the EL Resource Teacher appear to be contributing positively to English Learner language development. This is reflected in the significant increase in the percentage of EL students who progressed or maintained their ELPI level, which rose from 53.4% to 80.1%, exceeding the Year 3 target.
Action 4.2 – Staff Articulation and Collaboration
While structures for vertical articulation and collaboration were implemented, the academic achievement data suggests limited impact on ELA outcomes. The percentage of EL students meeting or exceeding standards on the ELA CAASPP declined from 10.61% to 8.82%, and although there was a slight increase in Math CAASPP scores—from 7.60% to 8.28%—progress toward academic performance goals remains modest.
Action 4.3 – Support Services for EL Monitoring
The delayed hiring of support staff for EL monitoring may have limited the district's ability to intervene based on student data. This may be connected to the drop in Summative ELPAC proficiency from 16.57% to 13.43% and the decline in the reclassification rate from 17% to 15.5%, both of which fell short of targets.
Action 4.4 – English Language Development
Designated and Integrated ELD were provided in alignment with the EL Master Plan. This likely contributed to the strong gains in ELPI levels, but did not prevent declines in other key indicators such as ELPAC proficiency and reclassification, indicating that additional supports may be needed to fully accelerate progress across all areas.
Action 4.5 – EL Master Plan
Implementation of the EL Master Plan provided structure for identifying and supporting EL students; however, the mixed results across metrics suggest uneven impact. While ELPI growth was substantial, other indicators—such as ELPAC proficiency and reclassification—moved in the opposite direction, highlighting the need for closer alignment between plan implementation and student outcomes.

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.

Based on the analysis of Year 1 implementation and outcome data, no substantive changes to the planned goal, metrics, target outcomes, or actions are being made for the coming year. The majority of actions were implemented as intended. Maintaining consistency will allow the district to gather additional data and better assess the full impact of current strategies. Continued monitoring of our data will inform any necessary adjustments that may need to be made.

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	EL Resource Teacher	An EL Resource Teacher who is a content expert in ELD/Language acquisition will provide professional development for TK-12 teachers, with a focus on supporting English Learners and Long Term English Learners (LTELs). To meet the needs of all English Learners, the EL Resource Teacher will provide professional development focused on English language development for English Learners and Long Term English Learners as described in ERUSD's EL Master Plan.The EL Resource Teacher will share evidence-based strategies that support this student group. Support topics include Designated and Integrated ELD, academic language and language objectives. This Resource Teacher will also provide instructional support at all sites for teachers of English Learners, including LTELs; this assistance will include classroom observations, instructional rounds and Lesson Studies.	$195,442.00	Yes
4.2	Staff Articulation and Collaboration	Establish structures to facilitate on-going staff collaboration at school sites. Collaboration efforts may include vertical articulation across levels (i.e. preschool and elementary, elementary and middle school, middle school and high school) related to instructional best practices and implementation to serve the needs of English Learner students. This action will also serve to meet the needs of English Learners at Rivera Middle school that received a red indicator in the English Learner Progress Indicator.	$1,750,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
4.3	Support services for EL monitoring	Hire support staff to assist with monitoring English Learner progress. Teachers and support staff will track English Learner progress in all areas, including listening, speaking, reading, writing, and academic content. This will help identify student strengths, areas of need, and areas where targeted support is needed. This action will also serve to meet the needs of English Learners at Rivera Middle school that received a red indicator in the English Learner Progress Indicator.	$400,000.00	Yes
4.4	English Language Development	To meet the needs of all English Learners, ERUSD will provide designated and integrated English language development to English Learners and Long Term English Learners as described in ERUSD’s EL Master Plan.	$0.00	No
4.5	EL Master Plan	To meet the needs of all English Learners, ERUSD will identify, serve, and support all EL students with limited proficiency in the English language in accordance with ERUSD's EL Master Plan to ensure students acquire English language proficiency.	$0.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	Salazar HS will increase student engagement and student math performance by increasing the number of students completing a CTE pathway by June 2026, including a reduction in suspension rate for Hispanic, socio-economically disadvantaged, and students with disabilities and an increase in math performance for socio-economically disadvantaged students at Salazar.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 6: School Climate (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

During our school site educational partners meeting, they shared the desire to expand the Career Tech Education offerings through the addition of a second pathway. This second year of implementation will include a full pathway. This goal is being implemented address all student groups in the Red. Salazar has three student groups (Low-Income, Students with Disabilities and Hispanic) in the red for Suspension Rate and has one student group (Socioeconomically disadvantaged) as Very Low for Mathematics under the Academic Performance Indicator on the California Dashboard, by increasing student engagement, we plan to reduce the suspension rate and increase math performance. The increase of CTE offerings will results in additional courses that include components of math instruction.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	Ruben Salazar High School College & Career Readiness	The Ruben Salazar College & Career Readiness for the 2022-2023 California School Dashboard was that 0% of students were prepared.	2.3% of students were prepared in 2023-2024.		10% of Ruben Salazar HS students will be College & Career Ready	2.3 % Increase
5.2	Ruben Salazar High School College & Career Readiness	The Ruben Salazar College & Career Readiness for the 2022-	2.3% of Hispanic students were		10% of Ruben Salazar HS Hispanic students	2.3% Increase

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		2023 California School Dashboard was that 0% of Hispanic students were prepared.	prepared in 2023-2024.		will be College & Career Ready	
5.3	Ruben Salazar High School College & Career Readiness	The Ruben Salazar College & Career Readiness for the 2022-2023 California School Dashboard was that 0% of Low Income students were prepared.	2.4% of Low Income students were prepared in 2023-2024.		10% of Ruben Salazar HS Low Income students will be College & Career Ready	2.4% Increase
5.4	Ruben Salazar High School Suspension Rate	The Ruben Salazar High School suspension rate for the 2022-2023 school year was 9.1%.	2023-24 suspension rate was 12.2%		The Ruben Salazar High School suspension rate will be 7%	3.1% Increase
5.5	Ruben Salazar High School Suspension Rate	The Ruben Salazar High School Hispanic suspension rate for the 2022-2023 school year was 9.2%.	2023-24 Hispanic student suspension rate was 9.1%		The Ruben Salazar High School Hispanic students suspension rate will be 7%	0.1% Decrease
5.6	Ruben Salazar High School Suspension Rate	The Ruben Salazar High School Students with Disabilities suspension rate for the 2022-2023 school year was 13.3%.	2023-24 Students with Disabilities suspension rate was 13.3%		The Ruben Salazar High School Students with Disabilities suspension rate will be 10%	No Change
5.7	Ruben Salazar High School Suspension Rate	The Ruben Salazar High School Low Income suspension rate for the 2022-2023 school year was 9.1%.	2023-24 Low Income suspension rate was 13.3%		The Ruben Salazar High School Low Income students suspension rate will be 7%	4.2% Increase
5.8	District Level Program ELA CAASPP Scores	28.26% of students in District Level Program	31.25% of students met or exceeded		32% of students in District Level Program will meet	2.99% Increase

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		met or exceeded standards for ELA.	standards for ELA in 2023-2024.		or exceed standards for ELA.	
5.9	District Level Program Math CAASPP Scores	15.39% of students in District Level Program met or exceeded standards for math.	17.72% of students met or exceeded standards for math in 2023-2024.		19% of student students in District Level Program will meet or exceeded standards for math.	2.33% Increase
5.10	Ruben Salazar High School Math CAASPP Scores	0.93% of students at Ruben Salazar High School met or exceeded standards for math n 2023-2024.	N/A		10% of student students at Ruben Salazar High School will meet or exceeded standards for math.	N/A
5.11	Ruben Salazar High School Math CAASPP Scores	1.10% of low income students at Ruben Salazar High School met or exceeded standards for math n 2023-2024.	N/A		10% of low income student students at Ruben Salazar High School will meet or exceeded standards for math.	N/A

Goal Analysis [2024-25]

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.

All planned actions for Goal 5 were implemented as intended, and there were no substantive differences between the planned and actual implementation. The district fully carried out the development of a second Career Technical Education (CTE) pathway, implementation of the Feet First social-emotional learning program, and the adoption of enhanced ELA supports and materials. However, while implementation was consistent with the plan, several challenges emerged in terms of the degree of impact, as reflected in outcome metrics.
The CTE expansion at Ruben Salazar High School proceeded on schedule. While the infrastructure and programming were implemented, the increase in students meeting College & Career Readiness targets was limited. Overall College & Career Readiness at Salazar improved from 0% to only 2.3%, falling short of the 10% target. Similarly, readiness among Hispanic students rose from 0% to 2.3%, and among socio-economically disadvantaged students from 0% to 2.4%. These gains suggest initial impact but highlight the need for continued student recruitment, program alignment, and pathway completion support to achieve stronger results.

The Feet First program was implemented in full at Salazar High School, providing a 36-week curriculum focused on social-emotional competencies. Despite this, suspension rates did not improve overall. The total school suspension rate increased from 9.1% to 12.2%, while suspension rates for socio-economically disadvantaged students rose from 9.1% to 13.3%. Rates for students with disabilities remained unchanged at 13.3%, and the rate for Hispanic students saw only a slight improvement, decreasing from 9.2% to 9.1%. These trends indicate that while the program was delivered as intended, it did not yet produce the intended reduction in exclusionary discipline and may require broader integration with tiered behavioral supports.
The district successfully implemented Writable and Rosetta Stone to support English Language Arts instruction in District-level programs. These tools contributed to gains in academic performance: the percentage of students meeting or exceeding standards in ELA rose from 28.26% to 31.25%, just below the target of 32%. In math, scores increased from 15.39% to 17.72%, approaching the 19% goal. These improvements reflect promising early outcomes aligned with increased access to high-quality instructional materials and targeted support for English Learners and Hispanic students.
While no substantive differences in implementation occurred, the district experienced mixed success in achieving projected outcomes. The CTE pathway and SEL program were fully launched, but results in College & Career Readiness and suspension rates suggest the need for continued refinement and alignment of support systems. In contrast, improvements in ELA and math outcomes indicate that targeted academic supports are contributing positively to student engagement and achievement. These results will inform adjustments for the 2025–26 school year to better support at-promise student groups.

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.

5.1- The material difference between the budgeted expenditure of $203,890.00 and the actual expenditure of $100,821.24 for the Career Technical Education (CTE) pathway is attributed to delays in implementation and limited staffing capacity. Specifically, the designated teacher was able to teach the new pathway for only 50% of the instructional day.

5.2 -There is no material difference between the budgeted and estimated actual expenditures for the Feet First Program, as both totaled $5,000.00. The action contributed to increased or improved services by promoting student wellness and safety through active transportation initiatives.

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

Action 5.1 – Career Technical Education Pathway
The implementation of a second CTE pathway at Ruben Salazar High School resulted in a small increase in college and career readiness. Overall student readiness rose from 0% to 2.3%, with Hispanic students also reaching 2.3% and low-income students reaching 2.4%. While these figures represent some progress from the prior year, they remain significantly below the 10% target for all groups.

Action 5.2 – Feet First Program

The Feet First program was implemented with the goal of improving student behavior and reducing suspension rates. However, suspension rates increased from 9.1% to 12.2% overall. For low-income students, suspensions rose from 9.1% to 13.3%. The suspension rate for students with disabilities remained unchanged at 13.3%, and Hispanic students saw a minimal decrease from 9.2% to 9.1%. These results suggest that the program has not yet produced the intended outcomes.

Action 5.3 – Enhanced ELA Support and Materials
Investments in Writable and Rosetta Stone coincided with improved performance in ELA and math for District-level program students. ELA scores increased from 28.26% to 31.25%, nearing the 32% goal. Math scores rose from 15.39% to 17.72%, approaching the 19% target. These gains indicate measurable academic progress aligned with the action.

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.

Based on the analysis of Year 1 implementation and outcome data, no substantive changes are being made to the planned actions, metrics, or target outcomes for the coming year. Most actions were implemented as intended, and maintaining consistency in implementation will allow the district to gather additional data and better assess the full impact of current strategies. Continued monitoring of both Dashboard and local data will inform any necessary adjustments in the future.

The goal description and goal explanation were revised to focus more directly on improving math achievement for socioeconomically disadvantaged students at Ruben Salazar High School. This refined focus aligns with local
performance data and the school's designation as an Equity Multiplier site, ensuring that targeted supports are reaching students with the greatest need.

The district office was removed from the goal description and explanation, as it is no longer identified as an Equity Multiplier site. Accordingly, the following district-level metrics will no longer be monitored:
Metric 5.8: District Level Program ELA CAASPP Scores
Metric 5.9: District Level Program Math CAASPP Scores

In addition, because Ruben Salazar High School is no longer in the Red performance level for College & Career Readiness on the California School Dashboard, the following College & Career Readiness metrics are being discontinued:
Metric 5.1: College & Career Readiness – All Students
Metric 5.2: College & Career Readiness – Hispanic Students
Metric 5.3: College & Career Readiness – Low-Income Students

Action 5.3 has been changed. The District Office is no longer indentified as an Equity Multiplier recipient and so Action 5.3 now refers to Student Support/Advisement Period for Ruben Salazar High School.

To better support the school's revised focus on math achievement, the following actions were added or maintained as critical strategies:
Action 5.4: Math Instructional Materials Adoption – Ruben Salazar High School will participate in a districtwide pilot and adoption of new math instructional materials during the 2025–2026 school year.
Action 5.5: Math Training for Staff – Professional development, lesson design collaboration, and instructional support will be provided to Salazar's math teachers to improve instructional practices.
Action 5.6: Math Tutoring Support – In-class tutors will be placed in math classes to support student learning and address skill gaps in real time.

Additionally, a new metric was added to align with this focus:
Metric 5.10: Ruben Salazar HS Math CAASPP – All Students
Metric 5.11: Ruben Salazar HS Math CAASPP – Low-Income Students

These changes ensure the goal remains focused, data-informed, and responsive to the needs of socioeconomically disadvantaged students at Ruben Salazar High School, while continuing to build on the foundation established in Year 1.

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

Actions

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

Action #	Title	Description	Total Funds	Contributing
5.3	Student Support/Advisement Period	Ruben Salazar High School will explore the addition of a 25 minute, daily student support/advisement period for the 2025-2026 school year.	$10,000.00	No
5.4	Math Instructional Materials Adoption	Ruben Salazar High School, along with all ERUSD secondary schools, will pilot and adopt new math instructional materials during the 2025-2026 school year.	$0.00	No
5.5	Math Training for Staff	Specific mathematical support will be provided to math instructors at Ruben Salazar High School through professional development, collaboration, lesson design and student support strategies.	$20,000.00	No
5.6	Math Tutoring	In-class tutors will be provided for math classes.	$30,000.00	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2025-26]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$26,309,463.00	$3,170,244.00

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
34.681%	23.395%	$18,251,232.35	58.076%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

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

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

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

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

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

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	Language Learners, and students Identified as Low Income are students at higher risk of trauma, stress, anxiety, depression and dropout. In the 2023-2024 School Year, the El Rancho Unified School District reported a total of 78 Foster Youth and 19 received mental health services. Teachers, parents, and staff at our educational partnership meetings expressed the need for our unduplicated students to receive mental health support. They requested that action be expanded into the LCAP again. The unduplicated population have been impacted by several factors such as the transition of living environment; lack of language acquisition when migrating; and lack of resources for basic care and essential needs such as food, shelter, and housing. **Scope:** LEA-wide	student and family needs and referral to services. Families are asked to provide insurance information and students with Medi-Cal are linked to partner community support services. In addition, the El Rancho Unified School District provides a student Mental Health Screener that identifies students with a lack of basic needs including food, housing, and medical care. Furthermore, mental health staff provide follow-up meetings with the students and/or families to discuss linkages to community support services and or school-based counseling for the students. To continue to address the need of the unduplicated population, the El Rancho Unified School District will prioritize unduplicated student groups by taking the following actions: Receive identification lists of foster youth and prioritize the offering of mental health services. A Mental Health Counselor will contact each foster youth and/or guardian to assess the need for mental health services and offer supportive services, as needed. In addition, the Student Services Department will coordinate with English Learner Teachers and offer mental health support to English Learner classrooms and offer specialized case management for low-income students and families such as those students with Medi-Cal, as well as students who are uninsured and under-insured. Hiring additional Mental Health Counselors will assist in meeting the mental health service needs and improve the following areas: graduation rates, individual academic outcomes, truancies, school attendance and engagement, and discipline referrals.	

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

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	establishing translation services and childcare during workshops to ensure accessibility for all families. **Scope:** LEA-wide		
2.6	**Action:** Parent Liaisons **Need:** Parent Liaisons will act as a bridge between the school, foster parents (for foster students) or low-income families, and the various community resources available. These families may face challenges navigating the school system, understanding academic expectations, or accessing support services. The challenges faced by foster students and low-income students can often extend beyond academics and into the social and emotional realm. A parent liaison will connect families with mental health resources or social services that can address these underlying issues and improve the student's overall well-being. **Scope:** LEA-wide	El Rancho Unified School District will provide a parent liaison at each school site to facilitate case management for students in foster care and low income students. The school/community liaison will (1) connect with families to assess student needs of basic supplies and ensure that students have the necessary materials for school success; (2) Facilitate communication between the school and parents/families regarding academics; and (3) link students with social services and community resources such as counseling. This action is being provided LEA-wide because all our students can benefit from community resources that support and address students overall well-being in school.	Parent LCAP Surveys (Metric 2.18) for Low Income, and Foster Youth
2.7	**Action:** Behavior Technicians **Need:**	The District will provide three Behavior Technicians (BTs) to support the social, emotional, and behavioral support for Foster Youth and Low Income students. The District will employ additional BTs to meet with students and guide	Suspension rate for Low Income and Foster Chronic Absenteeism for Low Income and Foster

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

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

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

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

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

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

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	The California School Dashboard reflected a performance level of Orange and a Distance from Standard of -78.3 (78.3 points below standard) in Mathematics for grades 3-8 and 11, in 2022-23, while a -106.3 DFS, Red for Foster Youth. The California School Dashboard reflected a performance level of Yellow and a Distance from Standard of -32.4 (32.4 points below standard) in ELA for grades 3-8 and 11, in 2022-23 and a -92.2 DFS, Red, for Foster Youth. Through outreach with our educational partners, teachers, parents, and foster youth shared that they are struggling with school and need additional resources, including mentors and strong relationships with school personnel, to support their needs and meet academic achievement and feel engaged in school. **Scope:** LEA-wide	guidance and solutions to problems they may face that can impact their academic progress. Foster youth students can benefit from having multiple mentors, each offering unique skills and experiences. The data processing clerk supports foster students by monitoring their academic, attendance, and behavioral data. This level of data tracking exceeds what is provided for the general student population and ensures Foster Youth are connected to the supports they need. This action is being provided in a LEA-wide basis because all students would benefit from the social emotional support and mentoring that can increase overall student achievement.	
2.14	**Action:** Student Engagement Beyond the School Day **Need:** Low Income families and students lack the resources to participate in sports activities and music instruction due to the cost of registration, transportation and equipment fees. In reviewing master schedule and sports team data, there is a participation gap between English Learners and Foster Youth	The research concludes that extracurricular activities can help ELL students acclimatize to school by giving them an opportunity to form meaningful relationships with instructors and classmates and a secure learning environment, and a sense of self-worth (Park, 2015). Students will have increased opportunities to engage and be involved in school through additional after-school enrichment programs, co-curricular activities, and student recognition and motivational incentives. Students will provided with opportunities to engage	Student Surveys/California Healthy Kids Survey (CHKS)-Meaningful Participation, Attendance Rate for Foster Youth, Low Income and English Learners Chronic Absenteeism Rate for Low Income, Foster, and English Learner

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	and other students when it comes to participation in extra-curricular activities. For example, there are no English Learner or Foster Youth students involved in Academic Decathlon, Wrestling, Tennis, Cheer, etc. This data highlighted the need to increase the number of afterschool enrichment and co-curricular activities to provide multiple and varied opportunities for student-to-student interactions, including sports, performing arts, and other events. Through outreach with low-income. foster and English Learner parents, students and their teachers we received feedback that these opportunities help connect and engage students to the district and their school sites. **Scope:** LEA-wide	beyond the school day through a variety of opportunities, such as clubs, sports, and activities. This action is being offered on a LEA-wide basis because all our students can benefit from enrichment opportunities beyond the school day.	
2.15	**Action:** Provide ParentSquare access/Aeries Parent Portal/Seesaw/Edlio Web and Access Plus **Need:** Limited access to information in multiple languages creates a barrier for parents of English Learners (EL) students hindering their ability to fully participate in their child's education. This action addresses that barrier by providing an increased and improved service for English Learners and their families. Giving parents access to ParentSquare, Aeries Parent Portal, Seesaw and Edlio Web and Access Plus, offers user-friendly interfaces and the capability for multilingual	These platforms offer features specifically addressing EL families' needs such as multilingual communication. EL parents can stay informed about school activities, their child's progress, and important announcements regardless of their English proficiency, using these platforms that can translate messages and access information in multiple languages. Offering these communication tools district-wide ensures equity of access for all EL families across the district. Using these platforms district-wide avoids the need for individual schools to develop their own solutions and streamlines communication for both schools and families. This action provides an increase service to better serve the needs of our English Learner students. This action is being provided on	Parent Surveys (Metric 2.2) to gauge participation for English Learners and Parent Participation in District English Learner Advisory Committee and other district and site events

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	communication. Through our educational partner engagement sessions with English Learner families, we learned that having platforms that provide multilingual methods of communication helps families stay involved and support their students in their education. By implementing these tools, we ensure all families have equal access to important school information and opportunities in multiple languages. Communication goes beyond Aeries Parent Portal, it includes school/district websites, social media, video postings and infographics. **Scope:** LEA-wide	an LEA-wide basis because all students and parents benefit from communication.	
2.16	**Action:** Board Certified Behavior Analysts **Need:** Low-income and foster youth often face significant challenges such as instability and trauma, which can impact their behavior and emotional well-being, necessitating specialized support from behavior technicians. Board Certified Behavior Analysts (BCBAs) will work with the BTs to provide training and supervision as they develop strategies and evidence base plans that can help the Low-income and foster youth students in school. BCBAs will provide targeted interventions and strategies to help these students develop coping skills, improve their academic performance, and establish a stable and supportive learning environment.	Board Certified Behavior Analysts (BCBAs) are essential in supporting our district's Behavior Technicians (BTs) by providing them with expert guidance and supervision in implementing behavior intervention plans for the students they work with. They will ensure that the interventions are applied correctly and effectively, maximizing the positive outcomes for students with behavioral challenges. BCBAs will also offer ongoing training and professional development for Behavior Technicians, strengthening their skills when managing the range of behaviors that students can exhibit. This support system will be able to help the students that are being supported by the behavior technicians. The BCBAs will support BTs by: Providing training and Professional Development for BTs,, covering the principles of applied behavior analysis (ABA), data collection	Staff LCAP Survey (Metric 2.10) Student LCAP Survey (Metric 2.12) Suspension Rate for Foster Youth and Low Income students

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	The suspension rates for the 2022-2023 school year for all Students was 5.2%, and 13.9% for Foster Youth and 5.3% for low-income students. Feedback received from our Educational Partner meetings indicate that teachers and parents requested additional support for students who exhibit b behaviors that may impact student safety and academic achievement. **Scope:** Schoolwide	techniques, and specific intervention strategies. This ensures that technicians are well-equipped with the knowledge and skills needed to implement effective behavior interventions. Supervising and monitoring BTs by observing their sessions, providing feedback, and monitoring the progress of the students they are working with. This ongoing supervision will help maintain the quality and consistency of the interventions that are being delivered. Developing programs and modifying the program through collaboration with BTs to develop individualized behavior intervention plans based on evidenced based practices and if necessary, assessments. They will also review data collected by the BTs to make necessary adjustments to the plans, ensuring that the interventions remain effective and responsive to the student's needs. This action is being implemented school wide because all students may benefit from the support social emotions support that is provided to address behavioral issues.	
3.1	**Action:** Professional Development for Teachers **Need:** Our Foster Youth student population grapples with a distinct set of challenges that necessitate a flexible and supportive	The action addresses the needs of our EL's and foster youth because UDL provides a framework for teachers to create classrooms that are responsive to the specific needs of both ELs and FY students. UDL as a an instructional approach and strategy is responsive by encouraging teachers to develop lessons that have multiple	ELA and Math Assessment (3-8)-CA School Dashboard for English Learners and Foster Youth

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

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	In 2023 CAASPP ELA, 38.16% of all students Met or Exceeded Standard; however, only 10.61% of English Learners, 21.74% of Foster students, and 36.39% of low income students performed as well. In Math, 23.9% of all students Met or Exceeded Standard; however, only 7.6% of English Learners, 21.86% of low income students, and 4% of Foster students performed as well. Additionally, the California School Dashboard shows that only 53.4% of EL's are making progress towards English language proficiency or maintaining the highest level. The dashboard also shows that the chronic absenteeism rate for all students declined by 10.4% while the chronic absenteeism rate for our Foster Youth increased by 4.5%. Our English Learner (EL) student population faces unique challenges that hinder their full engagement in the classroom. These challenges include limited English proficiency, cultural and linguistic barriers, and differing learning styles and backgrounds. These unmet needs can lead to passive participation, reduced motivation, and behavioral issues, impacting student engagement and, in turn, academic success. Our low-income student population faces challenges that can hinder their full engagement in the classroom. Foster Youth are at greater risk of retention without academic support and benefit from the increased access to certificated staff. These challenges include gaps in foundational knowledge, limited access to resources, and social emotional needs. These unmet needs	engaging academic content across high interest topics such as robotics, art, coding, journalism, and government. As part of these experiences, students will actively apply language skills in class projects, and participate in field trips related to the topics studied. Foster Youth, EL, and Low-Income students benefit from strategic and systematic intervention activities. Teaching staff will provide extended learning opportunities, such as after-school tutoring and homework support to Low-Income, Foster Youth, and English Learner students to increase academic achievement in core and elective courses. These enhanced opportunities will lead to increased engagement and academic success. These actions are being provided on an LEA-wide basis because all students can benefit from extended learning opportunities and enhanced materials	Graduation Rate for Low Income, Foster, and English Learner Chronic Absenteeism Rate for Low Income, Foster, and English Learner

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

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	significantly underperform when compared to their peers. In 2023 CAASPP ELA, 38.16% of all students Met or Exceeded Standard; however, only 10.61% of English Learners, 21.74% of Foster students, and 36.39% of low income students performed as well. In Math, 23.9% of all students Met or Exceeded Standard; however, only 7.6% of English Learners, 4% of Foster students and 21.86% of low income students performed as well. Foster youth, English Learners, and Low income students need the additional academic support and interventions during the school day from Teachers on Special Assignment to close the achievement gap and so that they can overcome academic challenges and build the skills necessary for academic achievement. **Scope:** LEA-wide	current and future instructional needs of English Learner, Low Income and Foster students. These Teachers on Special Assignments will provide teachers with training to successfully implement these practices across all classrooms in the district because it will benefit all students including student groups who received a red the Dashboard in ELA and Math.	
3.4	**Action:** Academic Programs **Need:** A-G completion and California Dashboard College Career Readiness data indicate a lower completion rate for the English Learners and low-income students as compared to other student subgroups. We see a gap in the a-g completion rate; for the Class of 2023, overall, 44.2% of students completed the requirement, while only 21.2% of English Learners and 41.7% of Low Income Students	Academic programs, such as AVID, IB, PBL, CTE, Dual Enrollment and Project Lead the Way, are designed to target students, including English learners and low-income students, that are traditionally underrepresented in higher education. These programs also provide English Learners and low-income students with the guidance and support they need to successfully complete the A-G requirements and graduate from high school college and career ready. Through this action we will address the A-G completion and California Dashboard College Career Readiness data which indicates a lower completion rate for the English	a-g Completion Rate and College and Career Readiness Indicator for Low Income, English Learner

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

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	only 7.6% of English Learners, 4% of Foster students and 21.86% of low income students performed as well. There is a need for professional development to ensure a variety of research proven strategies are used in the core classrooms. Low income, Foster and English Learner students need additional support to access grade-level content. This includes scaffolding, activating prior knowledge, and specific instructional strategies to ensure student success. **Scope:** LEA-wide	feedback. These Content Experts/Teachers on Special Assignments will provide teachers with training to successfully implement these practices across all classrooms in the district because it will benefit all students including student groups who received a red the Dashboard in ELA and Math.	
3.6	**Action:** Access to Technology and Online Instructional Programs **Need:** Based on our staff survey, teachers indicated a need for student devices that will continue to support English Learners with embedded tools that assist with language acquisition. Student and parent surveys and academic grades data demonstrated that low-income students have limited access to technology. **Scope:** LEA-wide	With a 1:1 ratio, students who have limited access to this type of technology will be able to take them home and use them for homework, assignments, and extended research. Providing access to technology will increase student performance and enhance student familiarity with technology used in and out of the classroom. Access to technology for English learners will assist with making progress toward English fluency as measured by the ELPAC at all grade levels. Students will utilize technology to access online instructional programs and various supplemental district-supported online instructional programs. Devices will be updated on a rotating schedule based on the district's replenishment plan. Technology support personnel will be funded for all school sites. Technology Devices and Technology support staff provide students with the resources to develop the skills needed to graduate ready to continue their education in college and compete for 21st-century careers. District IT professionals support and	EL Reclassification Rate, College & Career Readiness Dashboard for Low Income Students

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

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

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

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

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

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	29% of English Learners in 2nd grade are scoring at or above the 40th percentile, while 57% of all other 2nd grade students are scoring at or above the 40th percentile on the Star Reading Assessment. 35% of English Learners in Kinder and 1st grades are scoring at or above the 40th percentile, while 53% of all other Kinder and 1st grade students are scoring at or above the 40th percentile on the Star Early Literacy Assessment. 21.86% and 36.39% of low income students met or exceeded standards in the 2022-2023 Math and ELA CAASPP, respectively. During stakeholder engagement sessions, providing opportunities for students to learn in small groups continues to be identified as a top priority by both parents and staff. **Scope:** LEA-wide	embed evidence based academic practices, consistent procedures, student tiered supports and strategies to increase and improve equity and access for students to ensure the unique and individual academic, behavior and social emotional learning needs are met and to close the achievement gaps. As a result of this support with small group instruction, we expect to see the performance of ELs and Low Income students improve in ELA and math as evidenced by ERUSD interim assessments. This action is being provided on an LEA-wide basis because all our students can benefit from the academic support that small group instruction can provide.	
3.11	**Action:** Class size reduction **Need:** Research indicates that children from low-income backgrounds often start school behind their more affluent peers on various measures of school readiness including physical, social emotional, language and cognitive developmental measures (American Academy	Low income and English Learner students need smaller class sizes that allows teachers to better focus on individual students' specific needs, providing targeted support and addressing learning gaps. Students will have the opportunity for more differentiated instruction to ensure they are working at an appropriate level, making their learning process more efficient and effective.	STAR Literacy and Reading Universal Screeners for English Learners Dashboard ELA Scores for Low Income and English Learner Dashboard Math Scores for Low Income and English Learner

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	of Pediatrics, 2019) (Cannon, J. S., and Karoly, L. A., 2007) (Reardon, S. 2019). 29% of English Learners in 2nd grade are scoring at or above the 40th percentile, while 57% of all other 2nd grade students are scoring at or above the 40th percentile on the Star Reading Assessment. 35% of English Learners in Kinder and 1st grades are scoring at or above the 40th percentile, while 53% of all other Kinder and 1st grade students are scoring at or above the 40th percentile on the Star Early Literacy Assessment. In 2023 CAASPP ELA, 38.16% of all students Met or Exceeded Standard; however, only 10.61% of English Learners and 36.39% of low income students performed as well. In Math, 23.9% of all students Met or Exceeded Standard; however, only 7.6% of English Learners and 21.86% of low income students performed as well. Teacher observations shared during articulation sessions in ERUSD indicate that children from low-income families enter school with specific needs across these developmental domains. In particular, teachers cite gaps in oral language and vocabulary; phonemic awareness; number sense; self-regulation; peer interactions as challenges to academic success for young children from low-income families. **Scope:** LEA-wide	In an effort to ensure that children from low-income homes and English Learners are provided optimal learning environments that facilitate growth across these critical developmental domains, El Rancho Unified School District is committed to providing small class sizes in grades TK-3. ERUSD will provide smaller class sizes below the contracted number. These smaller class sizes will facilitate: (1) teachers working with small groups of students from low-income families and English Learners in a more intensive, sustained manner; (2) the opportunity to provide English Learners and students from low-income families with smaller peer groups within which teachers can monitor interactions and scaffold problem solving and conflict resolution—key elements of later school success; (3) rich opportunities for teachers to engage in on-going dialogue with EL students as a vehicle for promoting oral language development, a critical foundational skill correlated with later reading and writing achievement; and (4) the formation of healthy, nurturing relationships between teachers an EL and low income students. This final component, relationships, is associated with improved social and academic outcomes and is more reasonably achieved when teachers have less students in a class. El Rancho Unified School District has developed its LCAP to provide tiered systems of support for EL and low income students that will offer enhanced educational experiences that exceed base requirements. The district is maintaining its commitment to providing smaller class sizes in grades TK-3 to provide an optimal learning environment for its youngest students and to	

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

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	English Learners performed as well. Additionally, the California School Dashboard shows that only 53.4% of EL's are making progress towards English language proficiency or maintaining the highest level. **Scope:** LEA-wide	may struggle with. This information allows teachers to provide targeted intervention to address those challenges effectively. The Accelerated Reader program which is designed to improve reading skills and foster a love for reading among students, includes comprehension quizzes that test students' understanding of the books they have read and are designed to assess their understanding of the plot, characters, and main ideas of the books. The AR program also helps English learners develop their reading fluency. By engaging with a variety of texts, learners can improve their reading speed, accuracy, and overall fluency in English. Finally, the AR program provides teachers and students with data on reading progress, such as the number of books read, comprehension quiz scores, and reading level growth. We have also included the DNA platform which we use to assess and administer our interim assessments. All students can benefit from the use of these products, therefore this action is being provided on an LEA-wide basis.	
3.13	**Action:** Professional Development to Support English Learners for Classified Staff Working Directly with Students **Need:** In 2023 CAASPP ELA, 38.16% of all students Met or Exceeded Standard; however, only 10.61% of English Learners students	To support our English Learner student population El Rancho Unified School District will provide professional development to our classified staff working directly with students to develop their knowledge of instructional strategies to meet the unique learning needs of our English Learner student population. This professional development will include classified staff working directly with students, which includes implementation of the	CAASPP Math Scores for English Learners CAASPP ELA Scores for English Learners

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	performed as well. In Math, 23.9% of all students Met or Exceeded Standard; however, only 7.6% of English Learners students performed as well. English Learners need further support to close the achievement gap. **Scope:** LEA-wide	ELD standards, strategies for Designated and Integrated ELD, addressing the language and social-emotional assets and needs of different EL profiles (e.g., newcomers, LTELS), ongoing collaboration, classroom-based application and teacher reflection or inquiry cycles and sub release time to achieve this action. We will provide classified staff working directly with students with training to successfully implement these practices across classrooms throughout the district because it will benefit all students.	
4.2	**Action:** Staff Articulation and Collaboration **Need:** Our district's English Learner (EL) population faces unique challenges in achieving academic success. These challenges include limited English proficiency and differing academic backgrounds, amongst others. Due to the various challenges, ERUSD English Learners are underperforming their peers districtwide thereby creating an achievement gap, as evidences by English Learner CAASPP scores and the English Learner Progress Indicator on the California Dashboard. In 2023, CAASPP ELA, 38.16% of all students Met or Exceeded Standard; however, only 10.61% of English Learners performed as well. In Math, 23.9% of all students Met or Exceeded Standard; however, only 7.6% of English Learners performed as well. Additionally, the California School Dashboard shows that only 53.4% of EL's are making	By establishing structures for ongoing staff collaboration, as well as vertical articulation, we can ensure a more cohesive and effective approach to serving EL students. This will allow teachers to share best practices, align curriculum and instruction, and develop targeted interventions. Through this collaborative effort, we aim to better equip our educators, and in turn, our EL students with the necessary language skills, academic foundation, and support to achieve academic success. When staff members meet to collaborate they articulate effectively, they can align instructional strategies, ensuring that students build on their knowledge and skills progressively from one grade level to the next. This will help students transition between grades and schools because staff will have the opportunity to share important information about student progress, needs, and strengths, allowing for tailored support and continuity in their instruction. This action is provided LEA-wide because teacher collaboration leads to enhanced student	ELA CAASPP scores for English Learners Math CAASPP scores for English Learners EL Reclassification Rate

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	progress towards English language proficiency or maintaining the highest level. **Scope:** LEA-wide	achievement. When teachers share teaching strategies, resources, and insights, it can lead to more effective and engaging instruction and lessons that create a more engaging learning environment that differentiates instruction for all students.	

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
2.5	**Action:** School Community Liaison for Foster/Homeless Student Case Management **Need:** Foster Youth have unique needs that are addressed by the District Foster Youth Liaison, such as Coordinating with Child Welfare, providing technical assistance with CDE and case management. Foster Youth require a variety of specialized and technical support. There is a need for coordination with Child Welfare and other school districts to develop and implement appropriate strategies, and provide appropriate services, to address the needs, and improve the educational outcomes of students in foster care. Our Foster Youth (FY) student population face challenges beyond academics that require a holistic	The District Foster Youth Liaison provides a variety of specialized and technical support to Foster Youth. Serves as an educational advocate for foster youth, serves as a liaison between schools, group homes, caregivers and others to assure that the educational needs of students in foster care are met. Coordinates with Child Welfare and other school districts to develop and implement appropriate strategies, and provide appropriate services, to address the needs, and improve the educational outcomes of students in foster care. Organizes, oversees, and monitors activities for a variety of Foster Youth Services projects including tutoring, mentoring, and enrichment. Provides technical assistance, guidance, support and training district wide in relation to California Department of Education State laws, and best practices pertaining to educational support to foster youth. Monitors	Suspension Rate for Foster Youth

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	approach to support their success. These needs include social emotional learning, attendance support, and behavior management support. These unmet needs can hinder academic progress for FYs by limiting their social connections, having unidentified academic needs, and having behavior that impacts their learning. The consequences of their unmet needs can be seen in the achievement gap that exists between these students and their peers. This achievement gap can be seen in their CAASPP Math and ELA scores. In 2023 CAASPP ELA, 38.16% of all students Met or Exceeded Standard; however, only 21.74% of Foster students performed as well. In Math, 23.9% of all students Met or Exceeded Standard; however, only 4% of Foster students performed as well. The 2023 California Dashboard shows that the suspension rate for all students was 5.1% while the suspension rate for our Foster Youth population was 13.9%. The dashboard also shows that the chronic absenteeism rate for all students declined by 10.4% while the chronic absenteeism rate for our Foster Youth increased by 4.5%. In addition, during our education partner session, feedback received communicated the need for more support for our foster youth to help meet their unique social, emotional and academic needs. **Scope:** Limited to Unduplicated Student Group(s)	educational support and outcomes provided by the schools and provides education case management in as-needed situations. Provides guidance and support to assure the educational wellbeing of the students; attends and supports students at IEP meetings, SART/SARB meetings, SST meetings, and other events critical to student success, as needed. Accesses, reviews and collects data from a variety of sources, which may include, , CALPADS, AERIES, and EPS, to support and facilitate foster youth services and student success, such as, but not limited to, tracking grades, educational credits, and graduation requirements. The Foster Youth Liaison makes community agency referrals as needed such as to higher education programs, adult education, and vocational programs to ensure student success. The Liaison connects students with appropriate and relevant support services and resources, such as college personnel to transition foster youths to post-secondary education. Develops and implements tracking systems; gathers reliable, valid and comprehensive information and data on services provided to students in foster care, as required by the California Department of Education. Assures appropriate placement of foster youth in schools by assisting schools in understanding and complying with applicable laws and regulations; works closely with other District Foster Youth Liaisons to assure the timely transfer of educational records and gathers other pertinent student information to facilitate enrollments. Attends designated county and district meetings; and attends state-mandated conferences and workshops. Serves as a resource to foster youth,	

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		District staff, and community agencies; maintains knowledge of current laws and regulations pertaining to the education of students in foster care.	
4.1	**Action:** EL Resource Teacher **Need:** English Learners need to reclassify as English Language Proficient in order to be successful in a-g classes and college or career readiness. A high level of English proficiency is necessary to provides access for college and career readiness. The English Learner Reclassification Rate in 2022-2023 is 17% and in 2022-2023 16.57% of students received a Proficient score in the ELPAC receiving a score of 4. **Scope:** Limited to Unduplicated Student Group(s)	An English Language (EL) Resource Teacher is needed to support teachers who work with English Learners so that they can effectively address the diverse English language development needs of English language learners (ELLs) within the classroom. The EL Resource Teacher will provide professional development, collaborative planning, and classroom coaching, which enhances classroom teachers' ability to differentiate instruction and deliver content in a way that is accessible to all students, while focusing on teaching strategies that enhance language development and academic achievement of English Learners.	ELPAC Results EL Reclassification Rate
4.3	**Action:** Support services for EL monitoring **Need:** While the data indicates that over half (53.4%) of English Learners are making progress towards proficiency, a significant portion (46.6%) are either maintaining their current level or not progressing. This highlights the need for improved support and targeted	This action addresses the identified need to accelerate language acquisition for English Learners by increasing targeted support such as individualized support with dedicated staff. This can assist teachers in identifying individual student strengths and weaknesses in listening, speaking, reading, writing, and academic content mastery. The action can also improve efficiency and effectiveness by alleviating teachers' workload on progress monitoring, giving them the opportunity to	Summative ELPAC Results

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	interventions to accelerate English language acquisition for all learners. **Scope:** Limited to Unduplicated Student Group(s)	dedicate more time to high-quality instruction and personalized learning approaches.	

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

Additional Concentration Grant Funding

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

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

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

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

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

* Action # 3.7-- Increase Access to Academic Counselors: Retain four additional academic counselors (3 at the middle school level, one at the high school level) to increase access and academic support for ELs, foster, and low income students. Low Income, Foster and English Learners have a greater need to meet with their counselors to ensure that they are being supported in their academic career. Counseling support for these student groups will include check-in's on academic progress, support for reclassification, and attending to social-emotional wellness. Academic counselors will help increase engagement for Low Income, Foster and English Learner students by building strong relationships of support and mentorship. Counselors will also connect Low Income, Foster and English Learner students to extra-curricular and leadership opportunities on campus. In addition, there is also a need for these counselors to support parent engagement and training through workshops. These counselors will ensure parents of unduplicated students are aware of reclassification criteria, students resources and academic support. ERUSD is using additional concentration grant add-on funding to retain current counselors who supported students during 2024-25.

* Action #3.10 – Small Group Instructional Opportunities for Students: Students in grades K-2 will receive support from instructional aides. ERUSD is using additional concentration grant add-on funding to retain current instructional aides performing these duties.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	1:28.9
Staff-to-student ratio of certificated staff providing direct services to students	N/A	1:18.29

2025-26 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	$75,861,317.00	26,309,463.00	34.681%	23.395%	58.076%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$88,843,568.00	$6,697,497.00	$0.00	$869,187.00	$96,410,252.00	$79,073,362.00	$17,336,890.00

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	Highly Qualified Staff	All	No			All Schools	7/1/24-6/30/27	$39,851,366.00	$0.00	$35,180,496.00	$4,162,465.00	$0.00	$508,405.00	$39,851,366.00	
1	1.2	Librarian and Library Media Technician Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	7/1/24-6/30/27	$1,325,257.00	$55,000.00	$1,380,257.00				$1,380,257.00	0%
1	1.3	Maintaining Safe Facilities	All	No			All Schools	7/1/24-6/30/27	$7,460,424.00	$0.00	$7,460,424.00	$0.00	$0.00	$0.00	$7,460,424.00	
1	1.4	Instructional Materials	All	No			All Schools Grades PreK-12	7/1/24-6/30/27	$0.00	$1,668,780.00	$718,780.00	$800,000.00	$0.00	$150,000.00	$1,668,780.00	
1	1.5	Teacher Induction Program	English Learners	Yes	LEA-wide	English Learners	All Schools	7/1/24-6/30/27	$350,000.00	$2,000.00	$352,000.00	$0.00	$0.00	$0.00	$352,000.00	0%
1	1.6	Student Health and Wellbeing	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools	7/1/24-6/30/27	$993,067.00	$0.00	$993,067.00				$993,067.00	0%
2	2.1	EduClimber Comprehensive Data System	English Learners Foster Youth	Yes	LEA-wide	English Learners Foster Youth	All Schools	7/1/24-6/30/27	$0.00	$58,160.00	$58,160.00				$58,160.00	0%
2	2.2	School Security Officers(SSO)/Noon Aides/School Peace Officer (SPO)/School Resource Officer (SRO)	All	No			All Schools	7/1/24-6/30/27	$1,011,958.00	$0.00	$1,011,958.00	$0.00	$0.00	$0.00	$1,011,958.00	0%
2	2.3	Mental Health Counselors	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	7/1/24-6/30/27	$3,400,000.00	$20,000.00	$1,743,076.00	$1,466,142.00	$0.00	$210,782.00	$3,420,000.00	0%
2	2.4	Parent Workshops	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	7/1/24-6/30/27	$0.00	$500,000.00	$500,000.00	$0.00	$0.00	$0.00	$500,000.00	0%

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.5	School Community Liaison for Foster/Homeless Student Case Management	Foster Youth	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	7/1/24-6/30/27	$250,000.00	$30,000.00	$280,000.00	$0.00	$0.00	$0.00	$280,000.00	0%
2	2.6	Parent Liaisons	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools	7/1/24-6/30/27	$760,000.00	$60,000.00	$820,000.00				$820,000.00	0%
2	2.7	Behavior Technicians	Foster Youth Low Income	Yes	School wide	Foster Youth Low Income	Specific Schools: Birney Tech Academy Durfee Elementary Magee Academy of Arts and Sciences North Ranchito Elementary Rio Vista Elementary Rivera Elementary South Ranchito Dual Language Academy Valencia Academy of the Arts TK-5	7/1/24-6/30/27	$320,000.00	$0.00	$320,000.00				$320,000.00	0%
2	2.8	Character Development/Behavior Intervention Programs	Foster Youth	Yes	LEA-wide	Foster Youth	All Schools	7/1/24-6/30/27	$135,352.00	$274,060.00	$409,412.00				$409,412.00	0%
2	2.9	Tutoring Support	English Learners	Yes	School wide	English Learners	Specific Schools: North Ranchito, Rio Vista, Rivera Elementa	7/1/24-6/30/27	$500,000.00	$0.00	$500,000.00				$500,000.00	0%

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
							ry, Rivera MS, North Park, STEAM, El Rancho High School									
2	2.10	Wellness Centers	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	7/1/24-6/30/27	$0.00	$875,000.00	$875,000.00				$875,000.00	0%
2	2.11	Provide Students with a Go PASS	Low Income	Yes	LEA-wide	Low Income	All Schools	7/1/24-6/30/27	$0.00	$50,000.00	$50,000.00				$50,000.00	0%
2	2.12	Attention 2 Attendance	All	No			All Schools	7/1/24-6/30/27	$0.00	$330,000.00	$330,000.00				$330,000.00	
2	2.13	Student Services	Foster Youth	Yes	LEA-wide	Foster Youth	All Schools	7/1/24-6/30/27	$3,412,376.00	$0.00	$3,412,376.00				$3,412,376.00	0%
2	2.14	Student Engagement Beyond the School Day	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	7/1/24-6/30/27	$750,000.00	$1,650,000.00	$2,400,000.00				$2,400,000.00	0%
2	2.15	Provide ParentSquare access/Aeries Parent Portal/Seesaw/Edlio Web and Access Plus	English Learners	Yes	LEA-wide	English Learners	All Schools	7/1/24-6/30/27	$0.00	$150,000.00	$150,000.00				$150,000.00	0%
2	2.16	Board Certified Behavior Analysts	Foster Youth Low Income	Yes	School wide	Foster Youth Low Income	Specific Schools: Birney Tech Academy Durfee Elementary Magee Academy of Arts and Sciences North Ranchito Elementary Rio Vista Elementary Rivera Elementary	7/1/24-6/30/27	$290,000.00	$0.00	$290,000.00				$290,000.00	0

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
							South Ranchito Dual Languag e Academy Valencia Academy of the Arts TK-5									
3	**3.1**	Professional Development for Teachers	English Learners Foster Youth	Yes	LEA-wide	English Learners Foster Youth	All Schools	7/1/24-6/30/27	$1,000,000.00	$2,000,000.00	$3,000,000.00	$0.00	$0.00	$0.00	$3,000,000.00	0%
3	**3.2**	Extended Learning Opportunities and Enhanced Materials	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	7/1/24-6/30/27	$2,000,000.00	$800,000.00	$2,800,000.00	$0.00	$0.00	$0.00	$2,800,000.00	0%
3	**3.3**	School Site Based Teachers on Special Assignment Providing Instructional Support at the Elementary and Secondary Levels	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	7/1/24-6/30/27	$2,926,484.00	$0.00	$2,926,484.00	$0.00	$0.00	$0.00	$2,926,484.00	0%
3	**3.4**	Academic Programs	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools Specific Schools:	7/1/24-6/30/27	$300,000.00	$3,500,000.00	$3,800,000.00	$0.00	$0.00	$0.00	$3,800,000.00	0
3	**3.5**	Content Experts/Teachers on Special Assignments Providing Support District-Wide	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	7/1/24-6/30/27	$1,001,648.00	$0.00	$1,001,648.00	$0.00	$0.00	$0.00	$1,001,648.00	0
3	**3.6**	Access to Technology and Online Instructional Programs	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	7/1/24-6/30/27	$600,000.00	$2,900,000.00	$3,500,000.00	$0.00	$0.00	$0.00	$3,500,000.00	0%
3	**3.7**	Increase Access to Academic Counselors	English Learners Low Income	Yes	School wide	English Learners Low Income	Specific Schools: All ERUSD Middle Schools and ERHS	7/1/24-6/30/27	$600,651.00	$0.00	$600,651.00	$0.00	$0.00	$0.00	$600,651.00	0
3	**3.8**	Dual Language Immersion	English Learners	Yes	School wide	English Learners	Specific Schools: South	7/1/24-6/30/27	$380,000.00	$150,000.00	$530,000.00				$530,000.00	0%

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

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
3	3.11	Class size reduction	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	Specific Schools: Birney Tech Academy Durfee Elementary Magee Academy of Arts and Sciences North Ranchito Elementary Rio Vista Elementary Rivera Elementary South Ranchito Dual Language Academy Valencia Academy of the Arts Grades TK-3	7/1/24-6/30/27	$5,172,337.00	$0.00	$5,172,337.00				$5,172,337.00	0%
3	3.12	Renaissance Products	English Learners	Yes	LEA-wide	English Learners	All Schools	7/1/24-6/30/27	$0.00	$300,000.00	$300,000.00				$300,000.00	0%
3	3.13	Professional Development to Support English Learners for Classified Staff Working Directly with Students	English Learners	Yes	LEA-wide	English Learners	All Schools	7/1/24-6/30/27	$500,000.00	$250,000.00	$750,000.00				$750,000.00	0%
4	4.1	EL Resource Teacher	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	7/1/24-6/30/27	$195,442.00	$0.00	$195,442.00				$195,442.00	0%
4	4.2	Staff Articulation and Collaboration	English Learners	Yes	LEA-wide	English Learners	All Schools	7/1/24-6/30/27	$1,750,000.00	$0.00	$1,750,000.00				$1,750,000.00	0%
4	4.3	Support services for EL monitoring	English Learners	Yes	Limited to Unduplicated Student	English Learners	All Schools	7/1/24-6/30/27	$0.00	$400,000.00	$400,000.00				$400,000.00	0%

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
					Group(s)											
4	**4.4**	English Language Development	English Learners	No			All Schools	7/1/24-6/30/27	$0.00	$0.00	$0.00				$0.00	
4	**4.5**	EL Master Plan	English Learners	No			All Schools	7/1/24-6/30/27	$0.00	$0.00	$0.00				$0.00	
5	**5.1**	Career Tech Education Pathway	All	No			Specific Schools: Ruben Salazar High School	7/1/24-6/30/27	$120,000.00	$83,890.00		$203,890.00			$203,890.00	0
5	**5.2**	Feet First Program	All	No			Specific Schools: Ruben Salazar High School	7/1/24-6/30/27	$5,000.00	$0.00		$5,000.00			$5,000.00	
5	**5.3**	Student Support/Advisement Period	All	No			Specific Schools: Ruben Salazar High School	7/1/24-6/30/27	$0.00	$10,000.00		$10,000.00			$10,000.00	
5	**5.4**	Math Instructional Materials Adoption	All	No			Specific Schools: Ruben Salazar High School	7/1/24-6/30/27	$0.00	$0.00	$0.00				$0.00	
5	**5.5**	Math Training for Staff	All	No			Specific Schools: Ruben Salazar High School	7/1/24-6/30/27	$0.00	$20,000.00		$20,000.00			$20,000.00	
5	**5.6**	Math Tutoring	All	No			Specific Schools: Ruben Salazar High School	7/1/24-6/30/27	$30,000.00	$0.00		$30,000.00			$30,000.00	

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	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
$75,861,317.00	26,309,463.00	34.681%	23.395%	58.076%	$44,141,910.00	0.000%	58.188 %	**Total:**	$44,141,910.00
								LEA-wide Total:	$39,175,817.00
								Limited Total:	$875,442.00
								Schoolwide Total:	$4,090,651.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.2	Librarian and Library Media Technician Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,380,257.00	0%
1	1.5	Teacher Induction Program	Yes	LEA-wide	English Learners	All Schools	$352,000.00	0%
1	1.6	Student Health and Wellbeing	Yes	LEA-wide	Foster Youth Low Income	All Schools	$993,067.00	0%
2	2.1	EduClimber Comprehensive Data System	Yes	LEA-wide	English Learners Foster Youth	All Schools	$58,160.00	0%
2	2.3	Mental Health Counselors	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,743,076.00	0%
2	2.4	Parent Workshops	Yes	LEA-wide	English Learners Low Income	All Schools	$500,000.00	0%
2	2.5	School Community Liaison for Foster/Homeless Student Case Management	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	$280,000.00	0%
2	2.6	Parent Liaisons	Yes	LEA-wide	Foster Youth Low Income	All Schools	$820,000.00	0%

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.7	Behavior Technicians	Yes	Schoolwide	Foster Youth Low Income	Specific Schools: Birney Tech Academy Durfee Elementary Magee Academy of Arts and Sciences North Ranchito Elementary Rio Vista Elementary Rivera Elementary South Ranchito Dual Language Academy Valencia Academy of the Arts TK-5	$320,000.00	0%
2	2.8	Character Development/Behavior Intervention Programs	Yes	LEA-wide	Foster Youth	All Schools	$409,412.00	0%
2	2.9	Tutoring Support	Yes	Schoolwide	English Learners	Specific Schools: North Ranchito, Rio Vista, Rivera Elementary, Rivera MS, North Park, STEAM, El Rancho High School	$500,000.00	0%
2	2.10	Wellness Centers	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$875,000.00	0%
2	2.11	Provide Students with a Go PASS	Yes	LEA-wide	Low Income	All Schools	$50,000.00	0%
2	2.13	Student Services	Yes	LEA-wide	Foster Youth	All Schools	$3,412,376.00	0%
2	2.14	Student Engagement Beyond the School Day	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,400,000.00	0%

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.15	Provide ParentSquare access/Aeries Parent Portal/Seesaw/Edlio Web and Access Plus	Yes	LEA-wide	English Learners	All Schools	$150,000.00	0%
2	2.16	Board Certified Behavior Analysts	Yes	Schoolwide	Foster Youth Low Income	Specific Schools: Birney Tech Academy Durfee Elementary Magee Academy of Arts and Sciences North Ranchito Elementary Rio Vista Elementary Rivera Elementary South Ranchito Dual Language Academy Valencia Academy of the Arts TK-5	$290,000.00	0
3	3.1	Professional Development for Teachers	Yes	LEA-wide	English Learners Foster Youth	All Schools	$3,000,000.00	0%
3	3.2	Extended Learning Opportunities and Enhanced Materials	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,800,000.00	0%
3	3.3	School Site Based Teachers on Special Assignment Providing Instructional Support at the Elementary and Secondary Levels	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,926,484.00	0%
3	3.4	Academic Programs	Yes	LEA-wide	English Learners Low Income	All Schools	$3,800,000.00	0
3	3.5	Content Experts/Teachers on Special Assignments Providing Support District-Wide	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,001,648.00	0

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
3	3.6	Access to Technology and Online Instructional Programs	Yes	LEA-wide	English Learners Low Income	All Schools	$3,500,000.00	0%
3	3.7	Increase Access to Academic Counselors	Yes	Schoolwide	English Learners Low Income	Specific Schools: All ERUSD Middle Schools and ERHS	$600,651.00	0
3	3.8	Dual Language Immersion Support/Professional Development	Yes	Schoolwide	English Learners	Specific Schools: South Ranchito Dual Language Academy, Rivera Middle School TK-8	$530,000.00	0%
3	3.9	College and Career Readiness Support Services	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: All Secondary Schools 6th Through 12th	$1,850,000.00	0
3	3.10	Small Group Instructional Opportunities for Students	Yes	LEA-wide	English Learners Low Income	Specific Schools: Birney Tech Academy Durfee Elementary Magee Academy of Arts and Sciences North Ranchito Elementary Rio Vista Elementary Rivera Elementary South Ranchito Dual Language Academy Valencia Academy of the Arts Grades K-2	$1,032,000.00	0
3	3.11	Class size reduction	Yes	LEA-wide	English Learners Low Income	Specific Schools: Birney Tech Academy Durfee Elementary Magee Academy of Arts	$5,172,337.00	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 (%)
						and Sciences North Ranchito Elementary Rio Vista Elementary Rivera Elementary South Ranchito Dual Language Academy Valencia Academy of the Arts Grades TK-3		
3	**3.12**	Renaissance Products	Yes	LEA-wide	English Learners	All Schools	$300,000.00	0%
3	**3.13**	Professional Development to Support English Learners for Classified Staff Working Directly with Students	Yes	LEA-wide	English Learners	All Schools	$750,000.00	0%
4	**4.1**	EL Resource Teacher	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$195,442.00	0%
4	**4.2**	Staff Articulation and Collaboration	Yes	LEA-wide	English Learners	All Schools	$1,750,000.00	0%
4	**4.3**	Support services for EL monitoring	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$400,000.00	0%

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$90,191,571.95	$68,044,533.15

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**	Highly Qualified Staff	No	$39,851,366.00	$40,351,395.00
1	**1.2**	Librarian and Library Media Technician Support	Yes	$887,257.00	$1,088,792.01
1	**1.3**	Maintaining Safe Facilities	No	$7,460,424.00	$606,700.00
1	**1.4**	Instructional Materials	No	$1,368,780.00	$1,359,685.00
1	**1.5**	Teacher Induction Program	Yes	$350,000.00	$197,075.26
1	**1.6**	Student Wellness	Yes	$793,067.00	$950,131.45
2	**2.1**	EduClimber Comprehensive Data System	Yes	$46,655.00	$58,257.65
2	**2.2**	School Security Officers(SSO)/Noon Aides/School Peace Officer (SPO)/School Resource Officer (SRO)	No	$1,011,958.00	$1,200,378
2	**2.3**	Mental Health Counselors	Yes	$3,400,000.00	$1,578,193.66
2	**2.4**	Parent Workshops	Yes	$500,000.00	$23,075.36

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	2.5	School Community Liaison for Foster/Homeless Student Case Management	Yes	$170,000.00	$88,826.11
2	2.6	Parent Liaisons	Yes	$260,000.00	$751,660.71
2	2.7	Behavior Technicians	Yes	$181,000.00	$212,773.71
2	2.8	Character Development/Behavior Intervention Programs	Yes	$279,412.00	$231,646.34
2	2.9	College Tutors	Yes	$275,000.00	$33,129.78
2	2.10	Wellness Centers	Yes	$875,000.00	$419,424.01
2	2.11	Provide Students with a Go PASS	Yes	$50,000.00	$49,770.00
2	2.12	Attention 2 Attendance	No	$330,000.00	108,000.00
2	2.13	Student Services	Yes	$3,412,376.00	$1,153,363.84
2	2.14	Student Engagement Beyond the School Day	Yes	$2,400,000.00	$1,889,846.46
2	2.15	Provide ParentSquare access/Aeries Parent Portal/Seesaw/Edlio Web and Access Plus	Yes	$125,000.00	$147,353.56
2	2.16	Board Certified Behavior Analysts	Yes	$290,000.00	$0
3	3.1	Professional Development for Teachers	Yes	$3,000,000.00	$1,296,256.15

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	3.2	Extended Learning Opportunities and Enhanced Materials	Yes	$2,800,000.00	$543,860.28
3	3.3	School Site Based Teachers on Special Assignment Providing Instructional Support at the Elementary and Secondary Levels	Yes	$1,926,484.00	$1,416,284.84
3	3.4	Academic Programs	Yes	$3,800,000.00	$1,285,372.43
3	3.5	Content Experts/Teachers on Special Assignments Providing Support District-Wide	Yes	$1,390,648.00	$993,680.00
3	3.6	Access to Technology and Online Instructional Programs	Yes	$1,100,000.00	$1,100,000.00
3	3.7	Increase Access to Academic Counselors	Yes	$800,651.00	$536,894.33
3	3.8	Dual Language Immersion Support/Professional Development	Yes	$530,000.00	$18,345.86
3	3.9	College and Career Readiness Support Services	Yes	$1,850,000.00	$322,493.52
3	3.10	Small Group Instructional Opportunities for Students	Yes	$1,032,000.00	$426,272.10
3	3.11	Class size reduction	Yes	$4,372,337.00	$5,190,679.47
3	3.12	Renaissance Products	Yes	$175,824.95	$271,396.99
3	3.13	Professional Development to Support English Learners for Classified Staff Working Directly with Students	Yes	$750,000.00	$36,264.02
4	4.1	EL Resource Teacher	Yes	$182,442.00	$191,653.79

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)
4	**4.2**	Staff Articulation and Collaboration	Yes	$1,550,000.00	$1,548,976.62
4	**4.3**	Support services for EL monitoring	Yes	$400,000.00	$255,803.60
4	**4.4**	English Language Development	No	$0.00	$0.00
4	**4.5**	EL Master Plan	No	$0.00	$0.00
5	**5.1**	Career Tech Education Pathway	No	$203,890.00	$100,821.24
5	**5.2**	Feet First Program	No	$5,000.00	$5,000.00
5	**5.3**	Enhanced ELA Supports & Materials	No	$5,000.00	$5,000.00

2024-25 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)
$28,147,498.00	$38,278,229.95	$16,447,765.48	$21,830,464.47	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.2	Librarian and Library Media Technician Support	Yes	$887,257.00	$1,088,792.01	0%	0
1	1.5	Teacher Induction Program	Yes	$350,000.00	$ 197,075.26	0%	0
1	1.6	Student Wellness	Yes	$793,067.00	$ 950,131.45	0%	0
2	2.1	EduClimber Comprehensive Data System	Yes	$46,655.00	$ 58,257.65	0%	0
2	2.3	Mental Health Counselors	Yes	$1,723,076.00	$1,578,193.66	0%	0
2	2.4	Parent Workshops	Yes	$500,000.00	$ 23,075.36	0%	0
2	2.5	School Community Liaison for Foster/Homeless Student Case Management	Yes	$170,000.00	$ 88,826.11	0%	0
2	2.6	Parent Liaisons	Yes	$260,000.00	$ 751,660.71	0%	0
2	2.7	Behavior Technicians	Yes	$181,000.00	$ 212,773.71	0%	0
2	2.8	Character Development/Behavior Intervention Programs	Yes	$279,412.00	$ 231,646.34	0%	0
2	2.9	College Tutors	Yes	$275,000.00	$ 33,129.78	0%	0
2	2.10	Wellness Centers	Yes	$875,000.00	$ 419,424.01	0	0

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	2.11	Provide Students with a Go PASS	Yes	$50,000.00	$0	0%	0
2	2.13	Student Services	Yes	$3,412,376.00	$1,153,363.84	0%	0
2	2.14	Student Engagement Beyond the School Day	Yes	$2,400,000.00	$1,889,846.46	0%	0
2	2.15	Provide ParentSquare access/Aeries Parent Portal/Seesaw/Edlio Web and Access Plus	Yes	$125,000.00	$ 147,353.56	0%	0
2	2.16	Board Certified Behavior Analysts	Yes	$290,000.00	$0	0	0
3	3.1	Professional Development for Teachers	Yes	$3,000,000.00	$1,296,256.15	0%	0
3	3.2	Extended Learning Opportunities and Enhanced Materials	Yes	$2,800,000.00	$ 543,860.28	0%	0
3	3.3	School Site Based Teachers on Special Assignment Providing Instructional Support at the Elementary and Secondary Levels	Yes	$1,926,484.00	$1,416,284.84	0%	0
3	3.4	Academic Programs	Yes	$3,800,000.00	$1,285,372.43	0	0
3	3.5	Content Experts/Teachers on Special Assignments Providing Support District-Wide	Yes	$1,390,648.00	$ 993,680.00	0	0
3	3.6	Access to Technology and Online Instructional Programs	Yes	$1,100,000.00	$ 1,100,000.00	0%	0
3	3.7	Increase Access to Academic Counselors	Yes	$800,651.00	$ 536,894.33	0	0
3	3.8	Dual Language Immersion Support/Professional Development	Yes	$530,000.00	$ 18,345.86	0%	0
3	3.9	College and Career Readiness Support Services	Yes	$1,850,000.00	$ 322,493.52	0	0
3	3.10	Small Group Instructional Opportunities for Students	Yes	$1,032,000.00	$ 426,272.10	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	3.11	Class size reduction	Yes	$4,372,337.00	$5,190,679.47	0%	0
3	3.12	Renaissance Products	Yes	$175,824.95	$ 271,396.99	0%	0
3	3.13	Professional Development to Support English Learners for Classified Staff Working Directly with Students	Yes	$750,000.00	$ 36,264.02	0%	0
4	4.1	EL Resource Teacher	Yes	$182,442.00	$ 191,653.79	0%	0
4	4.2	Staff Articulation and Collaboration	Yes	$1,550,000.00	$1,548,976.62	0%	0
4	4.3	Support services for EL monitoring	Yes	$400,000.00	$ 255,803.60	0%	0

2024-25 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)
$78,012,620.00	$28,147,498.00	8.398%	44.479%	$16,447,765.48	0.000%	21.083%	$18,251,232.35	23.395%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
    - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG

Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

California Department of Education
November 2024