LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: William S. Hart Union High School District

CDS Code: 19-65136-0000000

School Year: 2024-25

LEA contact information:

Brittany Kruczynski
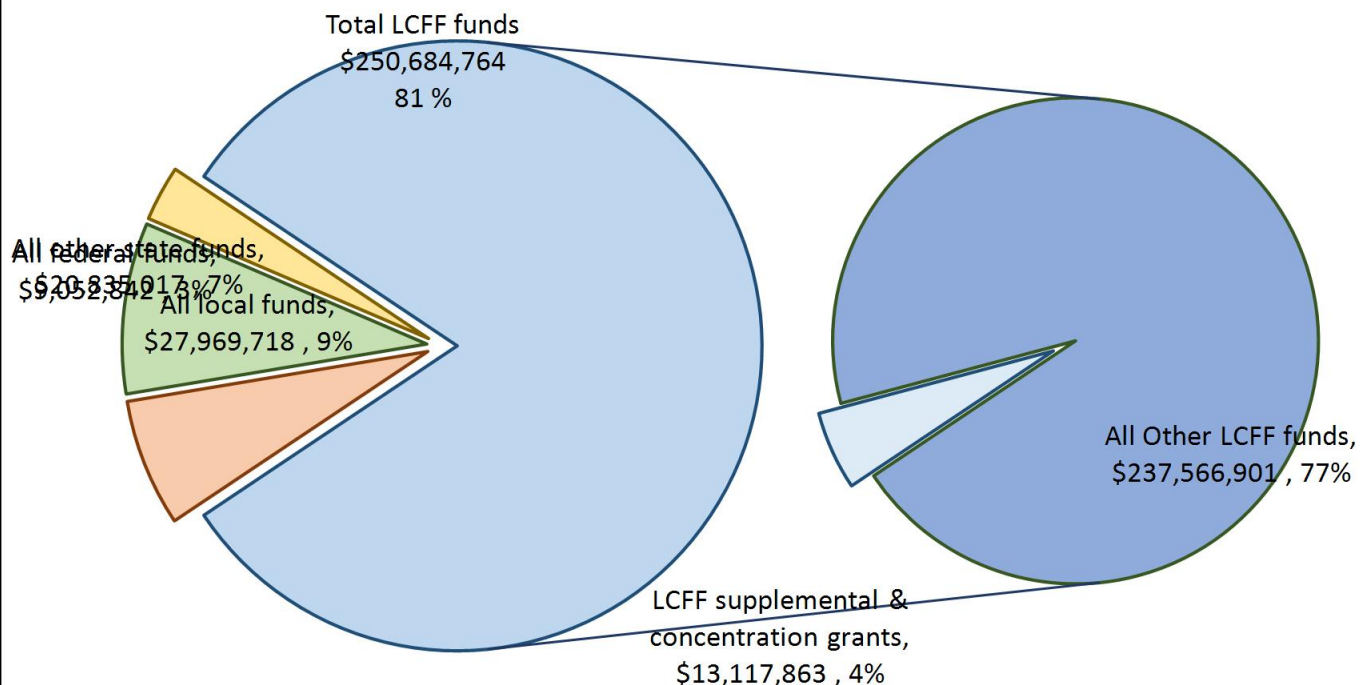
Director of Fiscal Services

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661-259-0033

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

Budget Overview for the 2024-25 School Year

Projected Revenue by Fund Source

Total LCFF funds $250,684,764 81 %

All other state funds, $20,835,017 , 7%

All federal funds, $9,052,842 , 3%

All local funds, $27,969,718 , 9%

All Other LCFF funds, $237,566,901 , 77%

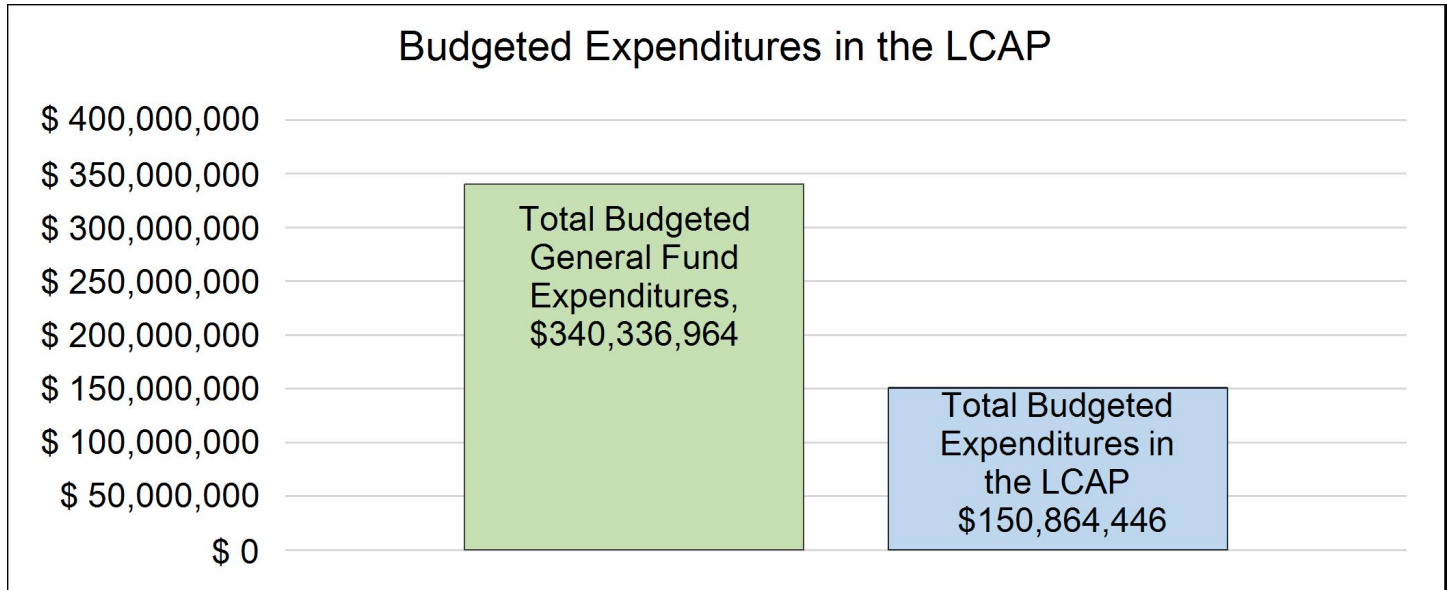LCFF supplemental & concentration grants, $13,117,863 , 4%

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

The text description for the above chart is as follows: The total revenue projected for William S. Hart Union High School District is $308,542,341, of which $250,684,764 is Local Control Funding Formula (LCFF), $20,835,017 is other state funds, $27,969,718 is local funds, and $9,052,842 is federal funds. Of the $250,684,764 in LCFF Funds, $13,117,863 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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

Budgeted Expenditures in the LCAP

Total Budgeted General Fund Expenditures, $340,336,964

Total Budgeted Expenditures in the LCAP $150,864,446

This chart provides a quick summary of how much William S. Hart Union High School District plans to spend for 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: William S. Hart Union High School District plans to spend $340,336,964 for the 2024-25 school year. Of that amount, $150,864,446 is tied to actions/services in the LCAP and $189,472,518 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
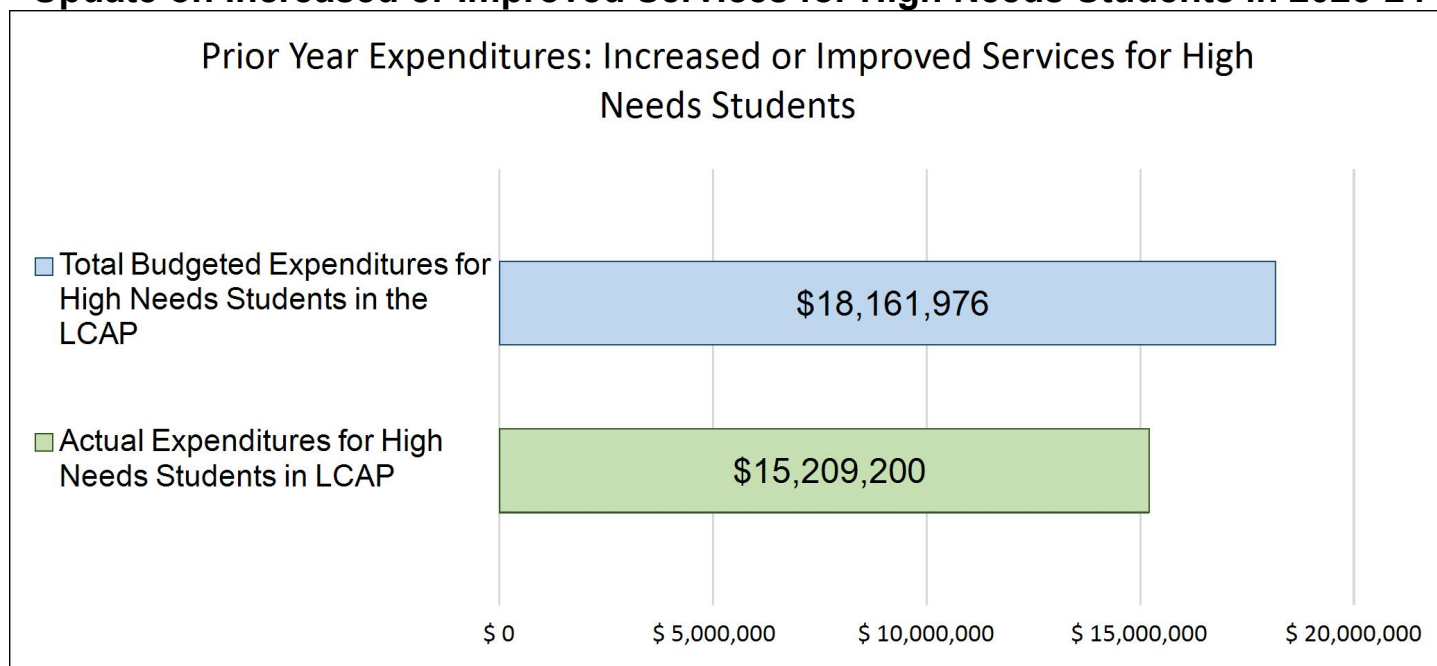
General fund budget expenditures for the 2024-25 school year that are not included in the Local Control and Accountability Plan (LCAP) include school site level administration and general operating expenses; Special Education costs as required to maintain current level of spending; transportation costs for Special Education students; district-wide oversight and support costs; and federal allocations for Title I, Title II, Title III and Title IV programs. While budgeted expenditures tied to other state revenues exceeds the current budgeted projections, some expenditures are being funded through other state revenues received in prior years. Additionally, Special Education expenditures consistently exceed revenues and require a contribution into the other state resource at the end of the year. Expenditures will still reflect as being funded with other state resources.

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

In 2024-25, William S. Hart Union High School District is projecting it will receive $13,117,863 based on the enrollment of foster youth, English learner, and low-income students. William S. Hart Union High School District must describe how it intends to increase or improve services for high needs students in the LCAP. William S. Hart Union High School District plans to spend $16,070,639 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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

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

□ Total Budgeted Expenditures for High Needs Students in the LCAP — $18,161,976

□ Actual Expenditures for High Needs Students in LCAP — $15,209,200

$ 0 $ 5,000,000 $ 10,000,000 $ 15,000,000 $ 20,000,000

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

The text description of the above chart is as follows: In 2023-24, William S. Hart Union High School District's LCAP budgeted $18,161,976 for planned actions to increase or improve services for high needs students. William S. Hart Union High School District actually spent $15,209,200 for actions to increase or improve services for high needs students in 2023-24.

The difference between the budgeted and actual expenditures of $-2,952,776 had the following impact on William S. Hart Union High School District's ability to increase or improve services for high needs students:

Even though the total actual expenditures for actions and services to increase or improve services for high needs students in 2023-24 was less than the total budgeted expenditures for those planned actions and services, unduplicated pupils were provided with all services as planned and implemented. Several actions cost less than originally anticipated (2.1 less intervention provided outside the school day), there were fewer parallel support classes needed than originally thought (2.2 Achieve sections), renewals that extended EL supplemental program licenses without additional costs (2.4 Ellevation EL monitoring program), EL-specific instructional training was built into school site collaboration time without many additional costs (2.6 professional development), a City bus strike which eliminated the financial renewal of student bus passes for several months (2.9 transportation), and other services carry over into the summer (2.10 EL Newcomer summer school program). Nevertheless, all unduplicated pupils overall received full services as intended, even with reduced costs of actual expenditures. The difference in budgeted versus actual expenditures has helped to inform the new LCAP financial projections for next year.

2023–24 Local Control and Accountability Plan Annual Update

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
William S. Hart Union High School District	Jan Daisher Director of Special Programs	jdaisher@hartdistrict.org 661-259-0033

Goals and Actions

Goal

Goal #	Description
1	Ensure all students have access to highly qualified teachers, school site guidance counselors, Common Core State Standards aligned textbooks and materials, safe and uncrowded classrooms, and school facilities in good repair.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Teaching Assignments (Annual report on number of inexperienced, misassigned, and out-of-field teachers)	3% teachers (32 out of 999) are considered inexperienced, misassigned, or out-of field	6% of teachers (52 out of 929) are considered inexperienced, misassigned, or out-of-field. Due to post-Covid national teacher shortage, the District has been forced to hire a disproportional number of brand new (inexperienced) teachers and long-term substitutes	8% of teachers (80 out of 928) are considered inexperienced, misassigned, or out-of-field. Due to post-Covid national teacher shortage, the District has been forced to hire a disproportional number of brand new (inexperienced) teachers and long-term substitutes	2.8% of teachers (27 out of 932) are considered inexperienced, misassigned, or out-of-field. (2023-24 HR Credential Report)	Reduce by at least 1% - No more than 2% of teachers will be considered inexperienced, misassigned, or out-of-field
Teacher / Counselor Compensation (Contracts and hiring agreements)	100% of teachers and counselors receive compensation according to approved salary schedules	100% of teachers and counselors receive compensation according to approved salary schedules	100% of teachers and counselors receive compensation according to approved salary schedules	100% of teachers and counselors receive compensation according to approved salary schedules (2023-24 HDTA Contract Agreement)	100% of teachers and counselors receive compensation according to approved salary schedules

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Instructional Materials (Annual Williams Report)	100% of students have access to updated and standards aligned textbooks	100% of students have access to updated and standards aligned textbooks	100% of students have access to updated and standards aligned textbooks	100% of students have access to updated and standards aligned textbooks (2023-24 Williams Report)	100% of students have access to updated and standards aligned textbooks
School Facilities (Keenan Annual Inspection Reports)	100% of schools are maintained in good repair with safe and uncrowded classrooms	100% of schools are maintained in good repair with safe and uncrowded classrooms	100% of schools are maintained in good repair with safe and uncrowded classrooms	100% of schools are maintained in good repair with safe and uncrowded classrooms (2023-24 Keenan Inspection Report)	100% of schools are maintained in good repair with safe and uncrowded classrooms
New and Veteran Teacher Support services (Annual report on Center for Educator Preparation and Assistance - data and survey results)	100% of new teachers and veteran teachers in need will receive support from the PAR / Induction (CEPA) program with emphasis on improving student learning outcomes	100% of new teachers and veteran teachers in need are receiving support from the PAR / Induction (CEPA) program with emphasis on improving student learning outcomes	100% of new teachers and veteran teachers in need are receiving support from the PAR / Induction (CEPA) program with emphasis on improving student learning outcomes	100% of new teachers and veteran teachers in need are receiving support from the PAR / Induction (CEPA) program with emphasis on improving student learning outcomes (2023-24 CEPA Annual Report)	100% of new teachers and veteran teachers in need will receive support from the PAR / Induction (CEPA) program with emphasis on improving student learning outcomes
CTEL Authorization (Annual report on teacher credentialing	8 teachers do not hold an EL Authorization for teaching English Learners as required	3 teachers do not hold an EL Authorization for teaching English Learners as required.	All teachers returning next year hold an EL Authorization for	All teachers currently hold an EL Authorization for	All teachers will hold an EL authorization

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
for highly qualified teachers)			teaching English Learners as required	teaching English Learners as required (2023-24 HR Credential Report)	
Technology for Students and Staff (Annual technology surveys)	100% of students and teachers have access to technology during the school day	100% of students and teachers have access to technology during the school day	100% of students and teachers have access to technology during the school day	100% of students and teachers have access to technology during the school day (2023-24 Technology Survey)	100% of students and teachers have access to technology during the school day
Curriculum Guides in ELA, Math, Science, and Social Studies (District-adopted State Standards-aligned curriculum guides)	District-adopted curriculum guides in grades 7-12 address 100% of state standards in English and Math. 75% of state standards are addressed in Science, and Social Studies curriculum guides.	District-adopted curriculum guides address all state standards in grades 7 - 11 in all four core academic subject areas of English, Math, Science, and Social Studies. Grade 12 curriculum guides for Social Studies are in progress. 90% of state standards are being implemented in all content areas.	District-adopted curriculum guides address all state standards in grades 7 - 11 in all four core academic subject areas of English, Math, Science, and Social Studies. Grade 12 curriculum guides for Social Studies are in progress. 90% of state standards are being implemented in all content areas.	District-adopted curriculum guides address all state standards in grades 7 - 11 in all four core academic subject areas of English, Math, Science, and Social Studies. Grade 12 curriculum guides for Social Studies are in progress. 90% of state standards are being implemented in all content areas. (2023-24 Ed Services Department / Strategic Plan)	District-adopted curriculum guides will address all state standards in grades 7 - 12 in all four core academic subject areas of English, Math, Science, and Social Studies. 100% of state standards will be implemented in all content areas.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24

Goal Analysis

An analysis of how this goal was carried out in the previous year.
A description of any substantive differences in planned actions and actual implementation of these actions.

Goal #1 was fully implemented as planned. Successes included:

Action 1.1 - Fully implemented: Teachers received the necessary supports to provide students with rigorous standards-aligned curriculum and instruction.

Action 1.2 - Fully implemented: Counselors provided academic, social-emotional, and post-secondary support to students on their caseloads.

Action 1.3 - Fully implemented: Students had access to standards-aligned textbooks and curriculum in all content areas. New textbooks were purchased in 8 content areas: Junior High English (grades 7 & 8), Geometry, Algebra 2, Spanish, French, American Sign Language, and Physics.

Action 1.4 - Fully implemented: School facilities were maintained in good repair providing safe, equitable learning environments for all students.

Action 1.5 - Fully implemented: All students and all teachers were provided with up-to-date, effective technology for instruction and learning at all schools. Student and staff technology devices were replaced in the "refresh cycle" in the amounts of 8287 student Chromebooks, 166 staff Chromebooks, and 166 staff iPads.

Action 1.6 - Fully implemented: Consulting teachers, mentor teachers, and administrative coaches provided regular support for staff in the PAR, Induction, CTE, and Administrative credential programs.

Action 1.7 - Fully implemented: New teachers were supported by consulting teachers and were trained in how to reach diverse learners in integrated classrooms, creating inclusive classrooms, using effective evidence-based instructional strategies.

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.

Material differences between budgeted expenditures and estimated actual expenditures in Goal #1 were only significant under Action 1.6. The CEPA program provided support for PAR, Induction, CTE, and Administrative credential candidates as planned. However, fewer mentors were needed as there were less candidates as originally planned needing full-time support. Therefore, the actual expenditure was significantly less the original budget. New teachers were fully supported through mentors and full-time consulting teachers, even though the cost of supporting them was less than anticipated.

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

The following actions were effective in making progress toward Goal #1 primarily because almost all actions address the basic conditions of student learning and ensuring access for all students.

Actions 1.1 and 1.2 - Provided Teachers' and Counselors' salaries and benefits which were all paid as planned. Teachers provided effective instruction, and Counselors provided academic, social-emotional, and personal guidance to students - as evidenced by our CAASPP ELA (maintained) and Math scores (increased), CAST Science score (increased), ELPI score (increased), drop-out rate (decreased), graduation rate (94.8%), and A-G completion rate (49.2%).

Action 1.3 - Provided textbooks and instructional materials for all students in all subject areas. All schools were provided with standards-aligned textbooks and instructional materials - as evidenced through annual Williams reports.

Action 1.4 - Maintained safe learning environments on all school sites. All campuses were well-maintained with staffing and repair schedules - as evidenced through annual Keenan inspection reports.

Action 1.5 - Provided technology for students and staff - All students and staff are given access to Chromebooks and/or iPads for use in the classroom for effective instructional purposes and improving student learning and engagement - as evidenced by CAASPP ELA (maintained), Math (increased), and CAST Science scores (increased).

Actions 1.6 and 1.7 - Provided support for new and veteran teachers, as well as new administrators. All were fully supported through the PAR and Induction programs by consulting teachers and mentors, and administrative coaches - as evidenced by the CEPA annual report approved by the California Commission on Teacher Credentialing, and exit survey data from new teachers and new administrators in final program evaluations.

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

Changes in the 2024-25 LCAP include:
New Action 1.2 - The addition of additional math teaching sections to provide "push-in" student support in Math 7 and Algebra 1 classes.
New Action 1.4 - The listing of additional counselors to provide supplemental support at schools with high numbers of unduplicated puplis.
New Action 1.6 - The addition of supplemental funds for updating culturally relevant books in our school libraries to increase literacy and provide students with contemporary reading material that reflects their cultures and personal experiences and interests.

Removal of 1.5 - Technology for students and staff will remain in place and updated for all. However, it's not being listed in the LCAP because it is not a supplemental service, but has become a regular part of the general budget and an ongoing annual routine service.
Removal of 1.6 - The CEPA programs will remain in place and continue to provide all the support listed. However, it's not being listed in the LCAP because it has also become a regular, ongoing service we provide for all new teachers, particularly through ongoing job-embedded professional development practices.
Removal of 1.7 - New teachers will still be supported in all the training they receive for teaching and addressing the needs of diverse student learners. However, this action is incorporated under Action 2.6, and is not being listed twice.

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

Goals and Actions

Goal

Goal #	Description
2	Increase and improve student achievement by providing rigorous, standards-aligned curriculum and instruction in English, Math, Science, and Social Studies with additional targeted support for English Learners, Socioeconomically Disadvantaged Students, Foster Youth, and Students with Disabilities.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP ELA Scores (CA Dashboard)	Overall Green 54.3 points above standard Foster Youth = Orange 38.6 points below standard English Learners = Yellow 22.3 points below standard Homeless = Yellow 5.4 points below standard Students with Disabilities = Yellow 38.1 points below standard	CAASPP was not administered in 2021 in lieu of local assessments	2022 CAASPP ELA Scores: District Overall "High" 46.2 points above standard Foster Youth = Very Low 74.9 points below standard English Learners = Low 34.3 points below standard Homeless = Low 24 points below standard Students with Disabilities = Very Low	2023 CAASPP ELA Scores: District Overall "Green" 44.4 points above standard Foster Youth = No Color (13 students) 139.3 points below standard English Learners = Orange 37.2 points below standard Homeless = Yellow 17.8 points below standard Students with Disabilities = Red 64.2 points below standard	Overall Green or Blue Increase by +10 points to at least 65 points above standard All subgroups of students = Green or Blue Increase by +10 points per subgroup of students

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Socioeconomically Disadvantaged = Green 14.4 points above standard		61.8 points below standard Socioeconomically Disadvantaged = Medium 5.4 points above standard	Socioeconomically Disadvantaged = Yellow 1.7 points above standard	
CAASPP Math Scores (CA Dashboard)	Overall Green 3 points above standard Foster Youth = Orange 109.3 points below standard English Learners = Orange 70.3 points below standard Homeless = Orange 70.4 points below standard Students with Disabilities = Yellow 98.6 points below standard Socioeconomically Disadvantaged = Green	CAASPP was not administered in 2021 in lieu of local assessments	2022 CAASPP Math Scores: District Overall "Medium" 24 points below standard Foster Youth = Very Low 140 points below standard English Learners = Low 94.6 points below standard Homeless = Low 97.9 points below standard Students with Disabilities = Very Low 131.6 points below standard	2023 CAASPP Math Scores: District Overall "Green" 14.8 points below standard Foster Youth = No Color (14 students) 183.6 points below standard English Learners = Yellow 88.6 points below standard Homeless = Yellow 74.3 points below standard Students with Disabilities = Orange 128.3 points below standard	Overall Green or Blue Increase by +10 points to at least 13 points above standard All subgroups of students = Green or Blue Increase by +10 points per subgroup of students

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	43.7 points below standard		Socioeconomically Disadvantaged = Medium 67.4 points below standard	Socioeconomically Disadvantaged = Yellow 60.7 points below standard	
CAST Science Scores (CDE Dataquest)	44.3% of students Met or Exceeded standards (levels 3 and 4)	CAST was not administered in 2021 in lieu of local assessments	45.1% of students Met or Exceeded standards (levels 3 and 4)	46.2% of students Met or Exceeded standards (levels 3 and 4) (2023 CDE Dataquest)	50% of students will have Met or Exceeded standards (levels 3 and 4)
English Learner Progress (CA Dashboard)	52.1% of EL students made progress towards English language proficiency 5.85% maintained an ELPAC score of 4 46.25% progressed at least 1 ELPI level	EL Progress was not published on the CA Dashboard for 2021 Raw ELPAC scores were published showing EL students' level of English Proficiency. Results include: 26.8% of EL students scored a 4 (proficient in English) 37.5% scored 3 (moderately developed English) 22.6% scored 2 (somewhat developed English)	54.6% of EL students made progress towards English language proficiency 5.8% maintained an ELPAC score of 4 48.8% progressed at least 1 ELPI level	56.9% of EL students made progress towards English language proficiency 4.5% maintained an ELPAC score of 4 52.4% progressed at least 1 ELPI level (2023 CA Dashboard)	60% of EL students making progress towards English language proficiency 12% maintain an ELPAC score of 4 55% progress at least 1 ELPI level

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		13.1% scored 1 (minimally developed English)			
English Learner Reclassification (District Student Information Data System CALPADS)	516 EL students Reclassified as English Proficient (43%)	363 EL students Reclassified as English Proficient (28%)	463 EL students Reclassified as English Proficient (32%)	373 EL students Reclassified as English Proficient (31.5%) (2024 Infinite Campus)	53% of EL students will Reclassify as English Proficient
Local Diagnostic Reading Assessment (i-Ready)	70% of students taking the local diagnostic reading assessment scored at or above grade level	56% of students who took the local diagnostic reading assessment scored at or above grade level	This local diagnostic reading assessment was discontinued in 2022 in favor of returning to the ELA Performance Task which combines reading and writing.	This local diagnostic reading assessment was discontinued in 2022 in favor of returning to the ELA Performance Task which combines reading and writing.	80% of students will score at or above grade level in Reading
Local Diagnostic Math Assessment (i-Ready)	60% of students taking the local diagnostic math assessment scored at or above grade level	53% of students who took the local diagnostic math assessment scored at or above grade level	This local diagnostic math assessment was discontinued in 2022 in favor of district-wide common assessments administered per unit in each Math content area.	This local diagnostic math assessment was discontinued in 2022 in favor of district-wide common assessments administered per unit in each Math content area.	70% of students will score at or above grade level in Math
Local Writing Performance Task Assessment (ELA Performance Task)	75% of students taking the district writing performance task scored at least 3/2/2 (or higher) on the SBAC rubric for writing domains	Data on the writing performance task scores for 2021-22 is not available. However, in Spring 2022, teachers at each school	74% of students taking the district writing performance task scored at least 3/2/2 (or higher) on the SBAC rubric for writing domains	Grades 7 and 8 English Performance Task: Q2: Explanatory	80% of students taking the district writing performance task will score at least 3/2/2 (or higher) on the SBAC rubric for writing domains

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		completed reflection sheets summarizing student strengths, weaknesses, and goals for future performance task outcomes.		Organization / Purpose = 74% Proficient Evidence / Elaboration = 64% Proficient Conventions = 95% Proficient Q3: Argumentative Organization / Purpose = 67% Proficient Evidence / Elaboration = 62% Proficient Conventions = 92% Proficient Grades 9, 10, 11 English Performance Task: Q2: Explanatory Organization / Purpose = 98% Proficient Evidence / Elaboration = 97% Proficient Conventions = 96% Proficient Q3: Argumentative Organization / Purpose = 80% Proficient Evidence / Elaboration = 74% Proficient	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				Conventions = 88% Proficient	

Goal Analysis

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

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

The actions under Goal #2 were implemented as planned. Successes included:

Action 2.1 - Fully Implemented: Targeted academic, behavioral, and social-emotional support was provided on all sites through the development of MTSS multi-tiered system of support through tier 1 support in the classroom for all students, tier 2 additional support for targeted students, and tier 3 support as necessary. MTSS Plans were written by each school site's MTSS team, including detailed targeted academic intervention opportunities, behavioral support, and social-emotional support.

Action 2.2 - Fully Implemented: ELD designated support was provided by additional teachers in "Achieve" designated support classes, Newcomer English, and Newcomer Math classes, and co-teaching opportunities to provide academic content support and help EL students acquire English proficiency.

Action 2.3 - Fully Implemented: ELD School Staff were hired and utilized on campus to provide leadership as EL coordinators, EL-specific PD, and effective classroom strategies for reaching English Learners. This includes the Director of Special Programs, one ELD Program Specialist, and 18 EL coordinators (teachers) at the school sites.

Action 2.4 - Fully Implemented: EL school staff conducted EL student progress monitoring using the Ellevation program to suggest interventions for reclassified EL students in need of additional support. It also provides district-wide EL-specific professional development modules, and intentional strategies on how to provide academic and English language support for EL students in integrated classes.

Action 2.5 - Fully Implemented: 57 Bilingual Instructional Assistants provided direct first language support for ELs and Newcomer students in integrated and designated ELD classes.

Action 2.6 - Fully Implemented: Professional Development - Teachers were given a wide array of professional development opportunities focusing on effectively meeting the needs of our diverse student learners. PD was provided in the areas of (1) Universal Design for Learning (UDL) to reach all diverse students in all classrooms, (2) how to use supplemental support programs to increase academic achievement through targeted skills practice, (3) inclusive practices and co-teaching to reach diverse students in integrated settings, and (4) literacy strategies across all content areas to reach diverse students and English Learners in integrated classrooms.

Action 2.7 - Fully Implemented: English Learners used the Achieve 3000 supplemental language development program in all designated support "Achieve" classes to increase literacy, build English proficiency, and monitor student acquisition of language skills. Additional training support for EL teachers was also provided over the cost of the Achieve 3000 program.

Action 2.9 - Fully Implemented: Over 1000 low income students received free City bus passes to provide transportation support to provide them with the ability to get to and from school, to remove financial barriers, and to provide access to full participation in all available programs.

Action 2.10 - Fully Implemented: The EL Newcomer program continues to develop and grow on eight school campuses providing Newcomer students with customized curriculum and accelerated English proficiency strategies to meet the needs of our increasing numbers of EL Newcomer students. Newcomer English classes focus intensely on English language development at beginning levels, using the supplemental "Get Ready" English language program. Newcomer Math classes have been created at 5 schools to help Newcomer students develop basic Algebra skills needed to meet the graduation requirements. EL Social Workers were hired to provide social services for EL Newcomers and their families at 4 schools with the highest numbers of EL Newcomer students (Hart, Placerita, Golden Valley, and La Mesa). And the comprehensive EL summer school program has been developed to provide customized credit recovery for EL Newcomers who have gaps in the credits earned from other countries prior to entering our District.

Challenges:

Action 2.8 - Partially Implemented: Two new Literacy task forces, made up of teachers and program specialists, met throughout the year to collaborate and build a district-wide literacy improvement plan focusing on increasing literacy across all content areas. The plan incorporates actions and services for struggling students, especially focused on English Learners, Foster Youth, Low Income, and Homeless students whose ELA scores on the CAASPP are below grade level. The original goal was to implement literacy work across all content areas in 2023-24. Instead, it will be implemented within the District's professional development plan in 2024-25.

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

Action 2.1 cost less than originally budgeted. Schools were given a fixed budget for tier 2 interventions. However, through the development of comprehensive MTSS plans, most sites increased their tier 1 interventions within the regular school day, saving money that would normally be spent on "after school" tutoring sessions in past practices.

Action 2.2 cost less than originally budgeted. The number of Achieve sections was reduced by analyzing master schedules and condensing smaller classes of just a few students. Through co-teaching, more EL students are given support by two teachers rather than spreading out smaller enrollment numbers across individual sections. EL students received the same, or more, support in regular class environments under more efficient staffing methods.

Action 2.3 cost less than originally budgeted. EL-specific PD was implemented in a job-embedded ongoing fashion throughout the school year from our own PD teams on each school site, rather than outside the school day costing additional hourly expenses or through consultants.

Action 2.4 cost less than originally budgeted. The monitoring program we purchased the year before did not come up for renewal payment within this school year. The program itself is proving to be highly effective. It simply did not incur additional renewal costs in the 2023-24 school year.

Action 2.5 cost less than originally budgeted. The number of BIAs are hired specifically to support beginning and emerging EL students, as well as Newcomers. Depending on that student enrollment number, our need for BIAs can fluctuate annually. In this case, more EL students made progress towards English proficiency, with less Newcomers than the year before, decreasing the number of BIAs needed for direct language support.

Action 2.6 cost less than originally budgeted. PD was provided all year long in a variety of topics directly related to supporting EL students, FY, HL, and LI students (as diverse learners) in all classrooms through Universal Design for Learning. However, much of the PD was written by and presented by our own instructional coaches and program specialists, reducing the need and/or cost of bringing in outside consultants and/or attending additional conferences.

Action 2.7 cost more than originally budgeted. The Achieve 3000 program is proving to be highly effective in increasing EL students English proficiency. We increased the amount of licenses to reach our LTEL students in all our Achieve classes, and expanded the PD sessions for our teachers to more effectively use the program to focus on building our EL students' literacy skills to apply in all content areas.

Action 2.9 cost less than originally budgeted. The City buses went on strike for several months during the 2023-24 school year. Therefore, student bus passes were extended for those months incurring no additional costs. Transportation services resumed after approximately 2 months when the strike was over. Students were forced to find alternative modes of transportation (carpooling with friends was most popular), and the District was forced to use general funds to hire private buses to run as many routes as possible during the strike months.

Action 2.10 cost more than originally budgeted. We increased the services we provided for EL Newcomer students by creating new EL Newcomer Math courses for high school students to help them build foundational algebra skills. We also developed and implemented a more comprehensive summer session to meet their needs for variable credits after entering our schools from other countries with different course requirements. The summer session also focused on accelerating learning, increasing literacy, developing literacy and language skills, and showing proficiency in all content areas. This program was expanded from the previous year to meet the unique needs of each individual EL Newcomer student.

Most of the metrics under Goal #2 show a sharp decline in the first year of this three-year cycle due to Covid and a full year of distance learning. The effects of the pandemic are still being felt three years later as we strive for continuous improvement. Although improving, our CA Dashboard scores were still below the original baseline performance level. We are continuing the work of accelerating learning and returning to a higher percent of students showing of grade level achievement.

EL students have made consistent growth each year in the ELPI score (English Language Proficiency Indicator) with an increase from 52.1% to 56.9% of EL students making progress towards English language proficiency. Contributing to this increase in ELPI scores is the effective work done through Actions 2.2, 2.3, 2.4, 2.5, 2.7, and 2.10 which provide comprehensive services for EL students. Based on feedback from our DELAC members (District English Learners Advisory Council), parents, EL staff, and students supported the need to continue all these actions and ranked the direct support provided by BIAs and EL teams as the most important support to help EL students achieve and grow academically and personally.

Action 2.1 was effective in providing targeted academic intervention for significant subgroups of students, and struggling students overall, through after school sessions, summer sessions, smaller class sizes, and supplemental programs. MTSS Coordinators on each site monitored student progress and the support provided in all 3 MTSS areas (academic, behavioral, and social-emotional), and presented measurable outcomes at District-wide MTSS quarterly meetings. Based on this student improvement data, MTSS intervention in all areas is considered effective in providing the support students need to achieve.

Action 2.6 was effective in providing professional development focusing on strategies to reach all diverse students in all classrooms. Based on exit feedback from every professional development session and school site PD teams, this ongoing training was effective in supporting all students, removing barriers, addressing language acquisition, and incorporating scaffolds, support, and differentiation so that all students can learn. Teacher and administrator feedback on PD surveys showed that the focus on supporting diverse students in the classroom through "best first instruction" and "Universal Design for Learning" was (and remains) a priority focus area to increase student achievement for our unduplicated pupils especially.

Action 2.8 was effective in focusing our work on improving literacy skills. Based on end-of-year survey feedback from the members of both Literacy Task Force committees, teachers indicated a positive outlook on the development of our district-wide literacy improvement plan to be implemented in 2024-25.

Action 2.9 was effective in providing free transportation services for hundreds of low income and foster youth to get back and forth to school and access other programs to meet their unique needs. Based on feedback from our Social Workers who manage the bus passes and work with every HL and FY student individually, transportation services are critical to remove physical and financial barriers to accessing their education.

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

The actions under Goal #2 have been reorganized and condensed to make our services for significant student groups more efficient and organized.
2.2 and 2.3 were combined into New Action 2.3 as they are both related to the staff who specifically provide designated support and direct services for English Learners.
2.8 has been incorporated into New Action 2.6 addressing professional development and expanded opportunities for collaboration beyond the Literacy task force to all PLC groups on school campuses as well.
2.9 transportation services was moved to Goal #4 along with services provided by our Social Workers who maintain caseloads of homeless, low income, and foster youth to meet their individual needs.

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

Goals and Actions

Goal

Goal #	Description
3	Increase the number of students prepared for college and career through a rigorous broad course of study that includes enrollment in college level classes, career pathways, and Career Technical Education courses.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Graduation Rate (CA Dashboard)	94.9% Green on the Dashboard	94.1% Graduation Rate for Class of 2021 No dashboard color available	96.7% Graduation Rate for Class of 2022 No dashboard color available Bar graph score of "Very High"	94.8% Graduation Rate for Class of 2023 Yellow on Dashboard English Learners = 82.3% Foster Youth = 76% Low Income = 91.8% Homeless = 88.1% Students w/ Disabilities = 83.4% (2023 CA Dashboard)	95% or higher Green or Blue on Dashboard
Dropout Rate (Infinite Campus District Student Information Data System)	1.5% 55 Dropouts 3707 Seniors - Class of 2020	0.4% 16 Dropouts 3605 Seniors - Class of 2021	0.5% 21 Dropouts 3848 Seniors - Class of 2022	0.47% 18 Dropouts Out of 3830 Seniors - Class of 2023 (2023 Infinite Campus)	1% or lower
Junior High Non-Promotee Rate	6% 226 Non-Promotees	11% 422 Non-Promotees	11.7% 400 Non-Promotees	6.4% 193 Non-Promotees	3% or lower

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(Infinite Campus District Student Information Data System)	out of 3739 8th graders in 2020 1 Jr High Dropout in 2020 0%	out of 3691 8th graders in 2021 4 Jr High Dropouts in 2021 0.001%	out of 3407 8th graders in 2022 13 Jr High Dropouts in 2022 0.0038%	Out of 3020 8th graders in 2023 13 Jr High Dropouts in 2023 0.003% (2023 Infinite Campus)	
Graduates Completing A-G College Requirements (CDE Dataquest)	48% 1759 out of 3669 Graduates - Class of 2020	50.5% 1813 out of 3589 Graduates - Class of 2021	49.8% 1915 out of 3848 Graduates - Class of 2022	49.2% 1880 out of 3820 Graduates - Class of 2023 (2023 CDE Dataquest)	55% or higher
AP Course Enrollment (Infinite Campus District Student Information Data System)	9276 students enrolled in AP courses (grades 9-12)	5481 students enrolled in AP courses (grades 9-12)	5871 students enrolled in AP courses (grades 9-12)	5191 students enrolled in AP courses (grades 9-12) (2023-24 Infinite Campus)	9500 students enrolled in AP courses
AP Exam Pass Rate (Infinite Campus District Student Information Data System)	38.4% Students passing AP exams with score of 3 or higher	44.8% 2458 students passed AP exams with score of 3 or higher	64% 3126 students passed AP exams with score of 3 or higher	59% 3076 students passed AP exams with a score of 3 or higher (2023 Infinite Campus)	45% or higher

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CTE Course Enrollment (Infinite Campus District Student Information Data System)	9976 Students enrolled in at least 1 CTE course (grades 7-12)	10,030 students enrolled in at least 1 CTE course	10,205 students enrolled in at least 1 CTE course	7,320 students enrolled in at least 1 CTE course (grades 7-12) (2023-24 Infinite Campus)	10,200 students enrolled in at least 1 CTE course
CTE Pathway Completion (Infinite Campus District Student Information Data System)	23.3% 535 Students	24% 576 students	24.8% 656 students	24% 600 Seniors completed a CTE pathway Out of 3830 Seniors - Class of 2023 (2023 Infinite Campus)	25% or higher
Dual & Concurrent Enrollment (Infinite Campus District Student Information Data System)	846 Students enrolled in at least 1 Dual Enrollment or Concurrent college course (grades 10-12)	2276 students enrolled in at least 1 Dual Enrollment or Concurrent college course (grades 10-12)	775 students enrolled in at least 1 Dual Enrollment or Concurrent college course (grades 10-12)	2,535 students enrolled in at least 1 Dual Enrollment or Concurrent college course (grades 10-12) (2023-24 Infinite Campus)	1050 students enrolled in at least 1 Dual Enrollment or Concurrent college course
EAP Score = Percent of students meeting CAASPP standards in both ELA and Math (CDE Dataquest)	75.6% 1738 Students	EAP Score not available for 2021 CAASPP not taken in 2021 in lieu of local assessments	EAP Score not available for 2022 Even though the CAASPP was taken in 2022, the EAP score for the District is not currently available	63.3% - EAP Score 1268 Juniors met or exceeded standards in BOTH CAASPP ELA and Math	80% or higher

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			through CDE Dataquest	68.5% - District average (grades 7, 8, 11) Students met or exceeded standards in ELA 44.7% - District average (grades 7, 8, 11) Students met or exceeded standards in Math (2023 CDE Dataquest)	
College / Career Indicator (CA Dashboard)	59.7% Prepared Green on Dashboard	College / Career Indicator not available for 2021 No Dashboard updates in 2021	College / Career Indicator not available for 2022 CA Dashboard did not include the CCI in the 2022 results	52.8% Prepared Medium on Dashboard English Learners = 8.8% Foster Youth = 8.0% Students w/ Disabilities = 12.5% Homeless = 22.8% Low Income = 36.3% (2023 CA Dashboard)	70% or higher
A-G completion and CTE completion (CDE Dataquest)	20% 459 Students	25% 919 students	24% 920 students	7.1% 272 students completed both CTE pathway and A-G requirements	30% or higher

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				Out of 3830 Seniors - Class of 2023

(2023 CDE Dataquest) | |

Goal Analysis

An analysis of how this goal was carried out in the previous year.
A description of any substantive differences in planned actions and actual implementation of these actions.

This Goal #3 was carried out as planned. Success included:

Action 3.1 - Fully Implemented: All CTE programs were fully funded in terms of staff salaries, benefits, and program expenditures to provide access to extended learning opportunities and career guidance for all students in all schools as intended, providing 28 CTE pathways to students across the District.

Action 3.2 - Fully Implemented: Supplemental online college and career guidance programs were used to support students and parents including: Xello, Canvas, Precision Exams, Electude, JB Learning EMR, and Naviance.

Action 3.3 - Fully Implemented: Low income students were supported in registering for AP tests, removing financial barriers to rigorous academic courses and the opportunity to earn college credit while in high school. 1130 students from low income families received fee waiver assistance to help them pay for these AP testing costs. 12 students from low income families have also used this funding to help pay for CTE supplies, dual enrollment and college now course fees, textbooks, and/or other college course enrollment expenses.

Action 3.4 - Partially Implemented: 12 Teachers have registered for AP training in summer of 2024 to teach new Advanced Placement courses in a variety of academic content areas including English, Social Studies, Math, Science, and World Languages to be completed by the end of July.

Action 3.5 - Fully Implemented: 1 CTE Registrar, 5 CTE Specialists, and 5 CTE Counselors provided support, outreach, and implementation of all CTE pathways and extended day programs by promoting college and career readiness through marketing, outreach, implementation, and support for increasing enrollment, especially for significant student subgroups.

Action 3.6 - Fully Implemented: Parent / family engagement events were held to provide college and career information for students and their families, including the Career / College Fair, Connecting to Success program, COC Information Night, Cash for College Night, Career Exploration Night, and Manufacturing Day.

Action 3.7 - Fully Implemented: 24 CTSO programs were available for students to gain leadership opportunities in CTE. These include HOSA, FBLA, DECA, Skills USA, Careers Through Culinary Arts, Student Television Networks, Bridge to Future Internship, and Work-Based Learning programs in Sports Medicine, Veterinary Science, Allied Health, Dental Services, and Medical Assisting.

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

There were material differences between budgeted expenditures and estimated actual expenditures in the following actions or planned services:

Action 3.1 - The Career Technical Education Program was fully implemented with 28 CTE pathways across the District. However, the cost for sustaining existing pathways and CTE programs was less than originally budgeted based on the amount of CTE grant funds that were awarded, and sustaining already successful programs needing less start-up costs, and less capital expenditures. When the LCAP budget was set in Spring of 2023, it was estimated higher based on the prior year's program costs and grant funds received.

Action 3.2 - The College & Career Department reduced the cost of its supplemental online programs by terminating the use of one more expensive program, and implementing others that were more cost effective, saving approximately $275,000 in CTE grant funds.

Action 3.3 - There was a slight difference in the amount of low income students who received financial help paying for AP tests than planned. However, the actual expenditures were very close with only approximately a $7,000 difference.

Action 3.4 - AP Teacher Training was supported as planned. However, it occurs in the summer months. At the time of this LCAP approval (Spring of 2024), most AP Teacher Training has not yet occurred. Actual expenses will be reflected in next year's mid-year report after the summer training is completed by 12 teachers currently registered.

Action 3.5 - Additional CTE grant funds were awarded that allowed for hiring 4 additional Career Technical Education Specialists.

Action 3.6 - Parent / family engagement events were held as planned in connection with community organizations and outside resources. The costs associated with each event were covered under grants with no additional cost to the District.

Action 3.7 - Students participated in 24 CTSO programs as intended. However, there were significantly less costs associated with competitions, conferences, registration, and travel expenses since most competitions were held locally within driving distance. Since 2023-24 was the first year this line was added to the LCAP, the $400,000 budget was a huge estimate guessing at the maximum expense if all

programs had fully participation in all opportunities available. The actual expenditures were significantly less, at just over $157,000, while still supporting all qualified students who wanted to participate.

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

All actions under Goal #3 were effective in making progress toward the goal of increasing the number / percent of students considered prepared for college and/or career upon graduating. However, in the metrics above, all indicators of student enrollment and participation in AP classes, CTE pathways, and college level courses took a sharp decline during the pandemic, which we have been trying to recover from in the years since. The annual metrics are lower than originally planned 3 years ago, even though we consider the actions and services to be effective and important for guiding our students (especially our unduplicated pupils) towards college and career readiness. We anticipate consistent growth from now on as we continue climbing out of post-Covid effects of distance learning. We intend to see improvement annually over the next 3-year cycle.

Actions 3.1, 3.2, 3.5, 3.6, and 3.7 all describe actions and services provided by the CCR / CTE department (College / Career Readiness and Career Technical Education). Each of those activities were directly related to "preparing students" for college and/or careers according to a number of factors calculated by the State in the CCI College / Career Indicator on the Dashboard. Based on our LCAP discussions and partnership with the CTE department staff, we anticipate an increase to our CCI next year due to continuing these actions. Data to support this includes reduced number of High School drop-outs rate, reduced number of Jr High school non-promotees, reduced number of Jr High school drop-outs, reduced suspension rate, and reduced expulsion rate. All those metrics were better than the same data in 2023 showing improvement and progress in behavior, school connectedness, and school culture over the last year.

Action 3.3 provided financial help for low income students, including those experiencing homelessness, with fee waivers for AP exams and financial support for course fees, textbooks, and/or uniforms required to participate in college and career path classes while still in high school. Based on student and parent feedback in our LCAP input meetings, this action is effective in giving low income students access to rigorous coursework and complete participation in college and career paths. This removes a vital barrier to accessing post-secondary options and pursuing personal interest for future success.

Action 3.4 funds training for AP teachers through official College Board AP training on how to best teach the required content in Advanced Placement courses. Based on feedback from teachers, and student AP exam pass rates, this training gives our teachers the most up-to-date instructional strategies, so that our students have the best chance of passing AP tests and earning college credit.

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

Actions 3.1 and 3.5 were combined into the New Action 3.1 to include all CTE program staff under one action item instead of two.

New Action 3.3 was expanded to include SAT / ACT college preparation and exam fees for low income students. This was identified in the current year when several homeless students needed assistance wanting to take these exams for college admission requirements.

New Action 3.4 addresses an overall need for supporting students in increasing the number who graduate meeting the UC/CSU A-G requirements for admissions. It also provides support services for increasing the graduation rate of unduplicated pupils who are credit deficient by the second half of high school needing to focus on credit recovery within the school day in order to graduate on time with their 4-year cohort.

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

Goals and Actions

Goal

Goal #	Description
4	Cultivate a safe and positive school culture that supports all students' personal and academic growth, equity and diversity, and parent and family engagement.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Attendance Rate (CDE Annual Attendance Report)	95.8% Annual Attendance	85.9% Annual Attendance (2020-21)	92.5% Annual Attendance (2021-22)	93.5% Annual Attendance (CDE Dataquest 2022-23)	96% or higher
Chronic Absenteeism (CA Dashboard, CDE Dataquest)	6.4% (Jr High only) Orange on Dashboard 9% (District-wide) Dataquest	3.8% Jr High 4.5% District-wide (2020-21)	14.7% Jr High "High" bar graph on Dashboard 7.4% District-wide (2021-22)	15.2% Jr High Orange on Dashboard Foster Youth = 35% Homeless = 27.3% Students w/ Disabilities = 23.3% English Learners = 17% Low Income = 23.8% + Red on Dashboard 8.3% District-wide African American = 17.4% Asian = 7.0% Filipino = 10.6% Hispanic = 21.6% White = 18.2%	5% or less (Jr High) 8% or less (All Students)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				Two or More Races = 16.6% (CA Dashboard 2023)	
Suspension Rate (District Student Information Data System, CDE Dataquest)	1.9% 525 Total Suspensions	2.3% 621 Suspensions (Current year 2021-22)	3.5% 726 Suspensions Yellow on Dashboard (Current year 2022-23)	3.3% 652 Suspensions Disaggregated data will be available in 2024. Unavailable in June currently. (Infinite Campus Student Information System 2023-24)	1.5% or less
Expulsion Rate (District Local Data, CDE Dataquest)	0.09% 22 Total Expulsions	0.07% 16 Total Expulsions (Current year 2021-22)	0.12% 41 Total Expulsions (Current year 2022-23)	0.1% 20 Total Expulsions Disaggregated data will be available in 2024. Unavailable in June currently. (Infinite Campus Student Information System 2023-24)	0.05% or less
Connectivity to School (Student Climate Survey Results)	District survey of all 8th and 10th graders answered "Yes" to the following questions:	District survey of all 8th and 10th graders answered "Yes" to the following questions:	District survey of all 8th and 10th graders answered "Yes" to the following questions:	District survey of all 8th and 10th graders answered "Yes" to the following questions:	Improve positive answers to connectivity questions by an average of 3%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	"I feel welcome at this school." 8th graders - 83% 10th graders - 84% "I feel close to people at this school." 8th graders - 83% 10th graders - 82% "I am an active member of this school." 8th graders - 67% 10th graders - 63%	"I feel welcome at this school." 8th & 10th graders - 80% "I feel close to people at this school." 8th & 10th graders - 69% "I am an active member of this school." 8th & 10th graders - 68%	"I feel welcome at this school." 8th & 10th graders - 82% "I feel close to people at this school." 8th & 10th graders - 73% "I am an active member of this school." 8th & 10th graders - 71%	"I feel welcome at this school." 8th & 10th graders - 82% "I feel close to people at this school." 8th & 10th graders - 74.4% "I am an active member of this school." 8th & 10th graders - 72% (2024 Student Climate Survey Results)	
Student Wellness (Student Climate Survey Results)	District survey of all 8th and 10th graders answered "Yes" to the following questions: "I am happy to be at this school." 8th graders - 76% 10th graders - 75% "I often feel depressed or anxious." 8th graders - 47% 10th graders - 58%	District survey of all 8th and 10th graders answered "Yes" to the following questions: "I am happy to be at this school." 8th & 10th graders - 84% "I often feel depressed or anxious." 8th & 10th graders - 50%	District survey of all 8th and 10th graders answered "Yes" to the following questions: "I am happy to be at this school." 8th & 10th graders - 85% "I often feel depressed or anxious." 8th & 10th graders - 69%	District survey of all 8th and 10th graders answered "Yes" to the following questions: "I am happy to be at this school." 8th & 10th graders - 81% "I often feel depressed or anxious." 8th and 10th graders - 63.8% (2024 Student Climate Survey Results)	Improve positive answers to wellness questions by an average of 3%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Healthy Relationships (Student Climate Survey Results)	District survey of all 8th and 10th graders answered "Yes" to the following questions: "At this school, there is a teacher or other adult who cares about me." 8th graders - 84% 10th graders - 83% "This school encourages students to care about how others feel." 8th graders - 82% 10th graders - 76%	District survey of all 8th and 10th graders answered "Yes" to the following questions: "At this school, there is a teacher or other adult who cares about me." 8th & 10th graders - 86% "This school encourages students to care about how others feel." 8th & 10th graders - 79%	District survey of all 8th and 10th graders answered "Yes" to the following questions: "At this school, there is a teacher or other adult who cares about me." 8th & 10th graders - 86% "This school encourages students to care about how others feel." 8th & 10th graders - 86%	District survey of all 8th and 10th graders answered "Yes" to the following questions: "At this school, there is a teacher or other adult who cares about me." 8th & 10th graders - 86.5% "This school encourages students to care about how others feel." 8th & 10th graders - 85% (2024 Student Climate Survey Results)	Improve positive answers to relationship questions by an average of 3%
Positive School Culture (Student Climate Survey Results)	District survey of all 8th and 10th graders answered "Yes" to the following question: "There is a lot of tension in this school between people of different races, religions, and sexual orientations." 8th graders - 28%	District survey of all 8th and 10th graders answered "Yes" to the following question: "There is a lot of tension in this school between people of different races, religions, and sexual orientations."	District survey of all 8th and 10th graders answered "Yes" to the following question: "There is a lot of tension in this school between people of different races, religions, and sexual orientations."	District survey of all 8th and 10th graders answered "Yes" to the following question: "There is a lot of tension in this school between people of different races, religions, and sexual orientations."	Improve positive answers to climate question by an average of 3%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	10th graders - 26%	8th & 10th graders - 61%	8th & 10th graders - 76%	8th & 10th graders - 74.9% (2024 Student Climate Survey Results)	
School Safety (Student Climate Survey Results)	District survey of all 8th and 10th graders answered "Yes" to the following questions: "I feel safe at this school." 8th graders - 86% 10th graders - 76% "If I did not feel safe at school, I would tell my parents, teacher, counselor, or administrator." 8th graders - 84% 10th graders - 72%	District survey of all 8th and 10th graders answered "Yes" to the following questions: "I feel safe at this school." 8th & 10th graders - 73% "If I did not feel safe at school, I would tell my parents, teacher, counselor, or administrator." 8th & 10th graders - 77%	District survey of all 8th and 10th graders answered "Yes" to the following questions: "I feel safe at this school." 8th & 10th graders - 65% "If I did not feel safe at school, I would tell my parents, teacher, counselor, or administrator." 8th & 10th graders - 69%	District survey of all 8th and 10th graders answered "Yes" to the following questions: "I feel safe at this school." 8th & 10th graders - 62% "If I did not feel safe at school, I would tell my parents, teacher, counselor, or administrator." 8th & 10th graders - 63.2% (2024 Student Climate Survey Results)	Improve positive answers to school safety questions by an average of 3%
Parent Participation / Involvement (School Parent Surveys)	School site WASC surveys and school climate survey results indicate that between 75-80% of parents who responded said they feel welcome and are involved in their	Average of 86% of parents who responded to school site surveys said they feel welcome and are involved in their child's school, educational	Average of 83% of parents who responded to school site surveys said they feel welcome and are involved in their child's school, educational	Average of 84% of parents who responded to school site surveys said they feel welcome and are involved in their child's school, educational	Improve positive answers to parent involvement questions by an average of 3%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	child's school, educational programs, and meetings.	programs, and meetings.	programs, and meetings.	programs, and meetings. (2024 School Parent Surveys)	
Parent Engagement / Decision Making (School Parent Surveys)	School site WASC surveys and school climate survey results indicate that between 75-80% of parents who responded said that teachers, counselors, and/or administrators involve them as parents in the decision-making process at their child's school.	Average of 81% of parents who responded to school site surveys said that teachers, counselors, and/or administrators involve them as parents in the decision-making process at their child's school.	Average of 78% of parents who responded to school site surveys said that teachers, counselors, and/or administrators involve them as parents in the decision-making process at their child's school.	Average of 79% of parents who responded to school site surveys said that teachers, counselors, and/or administrators involve them as parents in the decision-making process at their child's school. (2024 School Parent Surveys)	Improve positive answers to parent engagement questions by an average of 3%
Parent School Connectedness (School Parent Surveys)	School site WASC surveys and school climate survey results indicate that between 75-80% of parents who responded said that their family feels welcome and connected to other adults, peers, and school programs.	Average of 80% of parents who responded to school site surveys said that their family feels welcome and connected to other adults, peers, and school programs.	Average of 78% of parents who responded to school site surveys said that their family feels welcome and connected to other adults, peers, and school programs.	Average of 80% of parents who responded to school site surveys said that their family feels welcome and connected to other adults, peers, and school programs. (2024 School Parent Surveys)	Improve positive answers to parent engagement questions by an average of 3%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent School Safety (School Parent Surveys)	School site WASC surveys and school climate survey results indicate that between 70-74% of parents who responded said they believe their students are safe at school, and have trusted adults they would go to if they did not feel safe.	Average of 82% of parents who responded said they believe their students are safe at school, and have trusted adults they would go to if they did not feel safe.	Average of 76% of parents who responded said they believe their students are safe at school, and have trusted adults they would go to if they did not feel safe.	Average of 77% of parents who responded said they believe their students are safe at school, and have trusted adults they would go to if they did not feel safe. (2024 School Parent Surveys)	Improve positive answers to parent engagement questions by an average of 5%
Teacher Connectedness (School Surveys)	School climate survey results indicate that 79% of teachers who responded said they feel positively connected to the staff and students at their school through supportive relationships.	Average of 88% of teachers who responded said they feel positively connected to the staff and students at their school through supportive relationships.	Average of 85% of teachers who responded said they feel positively connected to the staff and students at their school through supportive relationships.	Average of 85% of teachers who responded said they feel positively connected to the staff and students at their school through supportive relationships. (2024 School Surveys)	Improve positive answers to teacher connectedness questions by 3%
Teacher Safety (School Surveys)	School climate survey results indicate that 84% of teachers who responded said they feel our schools are safe for both students and staff.	Average of 89% of teachers who responded said they feel our schools are safe for both students and staff.	Average of 85% of teachers who responded said they feel our schools are safe for both students and staff.	Average of 87% of teachers who responded said they feel our schools are safe for both students and staff. (2024 School Surveys)	Improve positive answers to parent engagement questions by an average of 3%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24

Goal Analysis

An analysis of how this goal was carried out in the previous year.
A description of any substantive differences in planned actions and actual implementation of these actions.

This Goal #4 was partially carried out as planned. Successes included:

Action 4.1 - Fully Implemented: Social Workers supported caseloads of all homeless students and foster youth across the District's 17 schools providing direct support, basic needs, student supplies, social-emotional counseling, and connection to community resources.

Action 4.2 - Fully Implemented: 18 additional supplemental counselors across the District provided academic, personal, and social-emotional support to unduplicated pupils at each school site. Students and their families were matched with resources, therapy, counseling, and community support to meet their unique individual needs.

Action 4.3 - Fully Implemented: Staff training was provided in areas of Social-Emotional Learning (SEL), Mental Health First Aid for Youth, Capturing Kids' Hearts, RULER training, and Restorative Practices. These trainings are principally directed towards identifying and addressing the effects of poverty (low income and homeless students), trauma experienced by foster youth, social-emotional needs of English Learners, and increased anxiety and depression that unduplicated students often develop and deal with in school because of their extraordinary circumstances and educational challenges.

Action 4.4 - Fully Implemented: Special Education Behavior Intervention Teams consisted of 3 Board Certified Behavior Analysts, 13 Registered Behavior Technicians, and 8 Behavior Interventionists who worked directly with students with emotional disabilities needing behavior management.

Action 4.6 - Fully Implemented: Staff across the District provided additional translating services as needed for families of English Learners in daily communications as well as at parent / family engagement events. These staff members also translated written documents, attended meetings with parents, and made daily phone calls in other languages.

Action 4.8 - Fully Implemented: Student wellness centers are actively running on all 15 campuses to meet the social-emotional needs of students. Each wellness center is staffed by a wellness coordinator who is fully licensed to provide counseling and/or social work support. These centers are primarily supported by community donations.

Action 4.10 - Fully Implemented: Equity work has been done on each school campus, under the direction of one of our school social workers acting as the coordinator of School Climate and Culture. This work centered around increasing positive school culture; understanding the

concept of inclusion; having collaborative discussions about kindness, respect, empathy, and understanding; providing after school enrichment opportunities for low income students; increasing social-emotional support for unduplicated pupils; and creating school cultures of inclusivity and acceptance.

Challenges included:

Action 4.5 - Partially Implemented: Student Support Program Specialists served 4 out of 6 campuses with the highest numbers of unduplicated pupils as described and intended. These certificated individuals provided support for increasing student attendance, decreasing chronic absenteeism, developing supportive family partnerships, identifying and meeting students' individual needs, and providing the unique help they need to become more engaged and successful in school. 2 positions remained unfilled. During the District budget discussions, this position was removed for next year as part of the "reduction in force" in favor of streamlining efforts among counselors, administrators, and all other supplemental support positions.

Action 4.7 - Partially Implemented: No parent liaisons were hired as originally intended and written into this action goal. Parent / family engagement events occurred district-wide on a regular basis with the help of school staff building connections and partnerships with families to best help support their students.

Action 4.9 - Partially Implemented: Parent Resource Centers are operational on 6 campuses with the highest number of unduplicated pupils. Parents and family members receive help, support, and assistance from staff who connect them with resources to meet their student's and family's needs. These centers are primarily supported by community donations.

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

Action 4.1 cost less than originally budgeted. The number of social workers decreased as the 2023-24 school year went on. We finished with several social workers leaving the district and moving out of the area for personal and family reasons. Instead of hiring new social workers, many of the job duties were reassigned, and caseloads of HL students were shifted and managed by other existing social workers who had room to pick up more students.

There was no material difference between budgeted expenditures and estimated actual expenditures for Actions 4.2 and 4.3.

Action 4.4 cost more than originally budgeted with the additional need for hiring more Special Education Behavior Specialists when the number of students enrolled with IEPs requiring behavior support services increased dramatically this year.

Action 4.5 cost less than originally budgeted. Two Student Support Program Specialist positions remained unfilled throughout the school year. Both school sites decided they no longer needed this separate position as the duties were being handled by their current counselors and social workers without this additional need.

Action 4.7 cost less than originally budgeted.   Parent liaisons were not hired as originally planned. Finding parents with the time, interest, availability and skills set to serve in these positions was not successful. Parent / family engagement events still occurred and were highly attended costing very minimal amounts for simple supplies and additional hourly pay for staff who were hosting and presenting.

Action 4.8 cost significantly more than originally budgeted. It was decided throughout the year that the salaries of the Social Workers who managed and operated the Student Wellness Centers would be more appropriately reflected under 4.8 rather than 4.1. The Student Services department increased the number of Wellness Center Coordinators in order to staff them completely across the district. In the past, several centers were managed by other staff, parent volunteers, or even part time help. This year, with full time staffing, the actual expenditures to run the Student Wellness Centers is reflected here in this much higher amount.

Action 4.9 cost less than originally budgeted. Parent Resource Centers were supported by very generous community donations, reducing the cost of supplies to be purchased. Staffing these centers was mostly done by other staff members who rotated through the center when parents needed assistance, or by parent volunteers, or through categorical funds as outlined in each School Plan for Student Achievement.

Action 4.10 cost less than originally budgeted. Most of the work was done with school staff and students during the regular work day, reducing the need for paying additional hours for collaboration time after school.

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

The following actions were considered effective in making progress towards Goal #4:

Actions 4.1, 4.2, 4.4, 4.5, and 4.8 (Social Workers, Crisis Intervention Counselors, Behavior Intervention Teams and licensed Therapists in the wellness centers) have proven to be highly effective in meeting the needs of our most fragile learners with the greatest number of educational barriers, including homelessness and foster youth. These additional staff members all provided social-emotional and behavioral support for students experiencing anxiety, depression, and other mental health issues addressed by our Student Services department staff. As a result of their combined efforts, the District attendance rate has improved in 2023-24 by 4% as of April, and we anticipate a consistent growth in this area as a result of our District-wide focus to "Be Present in School / And in Life".

Actions 4.3 and 4.10 provided both staff and students with training and collaborative conversations to address mental health and social-emotional learning topics necessary to understand and empathize with students, build positive relationships, connect students with trusted adults, and provide a sense of belonging at school to promote personal and academic growth. Based on feedback and surveys from our PLC groups, Teachers, and students during our LCAP input meetings, this training and equity work had positive outcomes on identifying critical issues and addressing ways to improve relationships, connectedness, and inclusion at all schools. It remains a priority to continue improving school culture and climate so that all students are valued and accepted.

Action 4.6 provided additional translation services especially for our EL Newcomer families countries with languages other than those spoken by the majority of our bilingual staff members. Based on feedback from our DELAC meetings, parents of EL students confirmed that this additional service is effective in building partnerships with EL families and the school. Additionally when transcripts and school records need to be translated from unique languages, parents agree that immediate, easy translations are critical for enrolling students quickly and efficiently into school. Counselors have provided feedback that this service is effective in helping them place students correctly in EL Newcomer schedules according to their current academic levels and previous coursework.

Action 4.9 provided support through our Parent Resource Centers on six campuses with the highest number of unduplicated pupils. Based on feedback from our DELAC meetings, and School Site Council meetings, parents and family members stated that the help and support they received was important in connecting them with resources to meet their student's and family's needs. This is also reflective in the metrics on parent perceptions of participation, engagement, connectedness, and safety. Parents' responses to those survey questions were more positive this year than last year.

The following action was considered ineffective in making significant, measurable progress:

Action 4.7 - Parent Liaisons were not hired in the 3-year period as we were unable to create an accurate job description and set of duties to match our needs with available personnel for interviewing and hiring. Parent and family events have been successful without this liaison position, and will continue to be supported in other ways.

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

The title "Crisis Intervention Counselors" will no longer be used as written in Action 4.2. The work done by these positions has been incorporated into the regular work of our School Care Teams, Counseling departments, Social Workers, Therapists, and Administrators.

The position of "Student Support Program Specialist" in Action 4.5 was eliminated from the District during budget meetings in an effort to reduce staffing to meet budget requirements. It is not reflected in the 2024-25 LCAP.

The position of "Parent Liaison" in Action 4.7 is not included in the 2024-25 LCAP since we were unable to hire anyone in these positions over the last 3-year period. Based on feedback from the School Site Council meetings, PAC meetings, and ELAC meetings, the service that would have been provided by this position is being carried out through both school site and district-level parent communication councils.

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

Instructions

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

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

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

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

Metric:

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

Baseline:

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

Year 1 Outcome:

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

Year 2 Outcome:

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

Year 3 Outcome:

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

Desired Outcome for 2023–24:

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

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

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

Goal Analysis

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

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

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

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

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

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
  - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
    - The reasons for the ineffectiveness, and
    - How changes to the action will result in a new or strengthened approach.

California Department of Education
November 2023

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
William S. Hart Union High School District	Jan Daisher Director of Special Programs	jdaisher@hartdistrict.org 661-259-0033

Plan Summary [2024-25]

General Information

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

The William S. Hart Union High School District is located in the City of Santa Clarita in the northern part of Los Angeles County. The Hart District serves approximately 21,000 students annually in grades 7 through 12 within six comprehensive junior high schools (grades 7-8), seven comprehensive high schools (grades 9-12), one continuation high school, one middle college high school, and one independent study program. The District also provides community education courses and various work-based learning programs through one adult school, and continued learning for students with severe needs between the ages of 18-22 through one transitional learning program. The District oversees three independent charter schools (which are required to create their own LCAPs.)

Santa Clarita includes the communities of Newhall, Valencia, Canyon Country, and Saugus officially located within the City boundaries. The Hart District also educates and serves students and families living in the surrounding unincorporated communities of Stevenson Ranch and Castaic. Since its incorporation in 1987, the City of Santa Clarita has diversified and grown significantly over the years to increase its population to over 213,000 residents in 2020. The District's student population is 44% Hispanic, 33% White, 14% Asian, 4% African American, and 5% two or more races. 28% of our students are from low income families, 6% are English Learners, 15% are students with disabilities, 4% are experiencing homelessness, and 0.3% are foster youth.

Seven of the District's 16 schools receive Title 1 funds to support schoolwide programs for assisting their socioeconomically disadvantaged populations, including: Bowman, Canyon, Golden Valley, Hart, La Mesa, Placerita, and Sierra Vista. The District annually applies for and receives Title I, Title II, Title III, and Title IV federal funding which are described in the Federal Addendum, as well as State funds through various annual grants available. The Departments of Special Programs and College & Career Readiness continue to apply annually for additional supplemental grants to fund special projects and improve services for all students on all school sites.

With an annual graduation rate of 94.8% in 2023, more than 75% of Hart District graduates go on to post-secondary education in a four-year college or university or a two-year community college, and another 15% enroll in career technical programs. Students districtwide receive millions of dollars in academic scholarships each year from colleges and universities throughout the country. Through a robust College and Career Readiness program, students in all schools are able to take career pathway courses, dual and concurrent college classes, and

extended day learning opportunities. Students in all grade levels, with the guidance of academic and career counselors, use an online college / career support program to explore personal learning styles, strengths, and interests in order to identify potential career paths and relevant post-secondary educational opportunities to meet their career goals. The Career Technical Education program provides students with hands-on laboratory and studio experience using industry-standard equipment and college-aligned curriculum.

Academically, the Hart District has embraced the State Standards since the initial implementation in 2013, the Next Generation Science Standards since 2016, and the California History / Social Science Framework since 2018. English Learners are fully integrated in all general education courses with designated language support throughout the school day. Newcomer immigrant students are given primary language support through bilingual assistance and personalized schedules to help them develop English proficiency in a structured immersion program. Students with disabilities are taught in inclusive general education classes as much as possible according to the needs of their individualized education plans providing them with the least restrictive environment possible.

Each school provides professional development for their staff according to their annual PD plan, supporting goals, and individual action steps. Each school has developed a plan for providing a multi-tiered system of support focusing on best first instruction to reach all learners in diverse classrooms daily. New teachers are supported by the Hart Induction Program through the Center for Educator Preparation and Assistance (CEPA) using the updated 2024 California Standards for the Teaching Profession. Consulting teachers guide and support their colleagues through developing an Individual Learning Plan (ILP), implementing intentional teaching strategies, collecting student performance data, and revising instruction as necessary to address the unique needs of English Learners, students with disabilities, students from low income families, those experiencing homelessness, and foster youth. Administrative candidates are also supported through CEPA to clear their administrative services credential through the development of an Individual Induction Plan (IIP) using the California Professional Standards for Education Leaders.

A focus on wellness has allowed staff to address social-emotional needs through a deliberate focus on the effects of stress and anxiety, resilience, mindfulness, self-care, healthy relationships, and trauma-informed practices. Student wellness centers on all campuses provide safe, confidential places for students to seek support as needed throughout the school day. The Santa Clarita community and our WiSH Education Foundation have provided an abundance of support through annual donations to make these centers truly special for our schools, students, and staff. Social Workers, wellness coordinators, and counselors provide training and resources on how to manage stress, handle emotions, communicate effectively, build resiliency skills, solve problems, and support mental health issues. They also manage caseloads of foster youth and students experiencing homelessness to provide basic supplies and services critical for our most fragile learners and their families.

Equity has become a high priority working to understand and address issues of access and equity for all students. Administrative academy sessions and administrative council meetings have provided hours of focused study and discussion on equity, inclusion, access, opportunity, and privilege. The District's Strategic Plan was written with equity as a focus in all initiative areas, and many follow-up actions and services revolve around removing educational, personal, financial, linguistic, cultural, and social-emotional barriers for students. Professional development initiatives support this work in order to move the District forward addressing current issues and providing access to all programs and a rigorous education for all students regardless of personal circumstance. The District's ultimate goal is to ensure that every student is opportunity ready when they graduate from high school.

Reflections: Annual Performance

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

On the 2023 California Dashboard, the Hart District grew in some areas, declined in some, and maintained the same performance levels in some others as well.

English (ELA) CAASPP Performance (Grades 7, 8, and 11) = Overall Green, Scored 44.4 points above standard, Maintained from last year

Upon reviewing and reflecting on these scores and results, we have noted that progress in English scores remained about the same as last year. While our students score above standard in the District average, two groups of students showed an increase in performance scores. Filipino students increased +4.1 points to 82.3 points above standard. Homeless students increased +6.2 points to -16 points below. Our students whose scores are farthest away from the District average as well as below standard include Foster Youth and Students with Disabilities. A focus on literacy across all content areas will be a high priority so that all students build and increase their reading, writing, listening, and speaking skills.

Math CAASPP Performance (Grades 7, 8, and 11) = Overall Green, Scored 14.8 points below standard, Increased 9.1 points from last year

In Math, the overall increase in student performance scores is encouraging. Student groups that increased in math scores included Students with Disabilities, Homeless, English Learners, Low Income, Two or More Races, African American, Hispanic, Asian, White, and Filipino. The group that showed the greatest gains were Homeless students with an increase of +24.3 points. Our students whose scores are farthest away from the District average as well as below standard include Foster Youth and Students with Disabilities. Because our District's score overall is still below standard, focusing on increasing students' math skills is a priority to see students continue to grow in numeracy skills, computation, problem solving, reasoning, and the application of mathematical concepts.

English Learner Progress (Grades 7-12) = Overall Green, 56.8% of English Learners made progress towards English language proficiency, Increased 2.2%

This is also an area of continued growth. Our English Learners continue to make progress towards achieving English proficiency at the same time as learning academic content. Through the intentional efforts of our ELD department, Achieve teachers, EL Newcomer teachers, and EL Coordinators, our EL students are provided with an extensive array of services to remove barriers to education.

College Career Readiness (Grade 12) = Overall Medium, 52.8% of students "prepared"

The other indicator score that is significantly below our target as a District is the College / Career Readiness score. There are a number of factors that make up this CCR Indicator, giving us a variety of focus areas for improvement. Since our District motto is "Every Student Opportunity Ready", improving this score is a high priority to support our District's Strategic Plan. Students will show higher levels of readiness as we implement strategies and activities to increase the number who improve their performance in both English and math, meet the college A-G requirements upon graduation, enroll in and complete CTE pathways, take AP courses, and pass Advanced Placement exams. English Learners and Foster Youth in particular scored "very low" in college and career readiness overall for the District average,

indicating a need for targeted efforts to help them improve.

Chronic Absenteeism (Grades 7-8) = Overall Orange, 15.2% chronically absent more than 10 percent of instructional days, Maintained from last year

Our Chronic Absenteeism rate has remained about the same for two years with a District-wide average of 15.2%. However, it has increased the most with significantly higher percentages for Low Income students 23.8% and Foster Youth at 35%. Absenteeism is often caused by a wide variety of personal, social-emotional, and environmental factors. For LI and FY students, the priority is to identify the reason for their absences, address the underlying causes, provide support in all academic, behavioral, and social-emotional areas, and re-engage students in a positive school climate to support their individual goals. Feeling connected to school with trusting relationships in programs to meet their persona interests and goals is the key to making students feel valued in a place where they belong and have a true sense of purpose.

Graduation Rate (Grade 12) = Overall Yellow, 94.8% graduated, Declined by 2% from last year

Even though the overall graduation rate declined by 2% from last year, it remains high approaching 95%. We anticipate continued growth in this area as students continue to recover from credit deficiency and the effects of distance learning just a few years ago. Focusing on supporting students in academics, behavior, and social-emotional ways provides individualized support within a system to help all our students graduate to pursue post-secondary options. Actions and services are being built into the new LCAP plan to provide a well-rounded, comprehensive system of support for students to graduate within their 4-year cohort. This has become a District priority with our strategic plan motto of ensuring that all students are "opportunity ready" upon graduation.

Suspension Rate (Grades 7-12) = Yellow, 3.4% suspended at least one day, Increased by 1.1% from last year

Our overall Suspension Rate District-wide is relatively low (3.4%). However, two groups of students have significantly higher rates to be addressed: English Learners (9.8%) and Foster Youth (15.4%). Suspending students indicates issues of behavior and school climate to address with staff and students. Relationship building is critical so that students feel they have trusted adults and peers to talk to when problems arise. Social-emotional supports can teach students problem-solving skills, self-regulation, conflict resolution, and empathy towards others. Staff also need to be trained in ways to promote positive behavior, implement restorative practices, create a genuinely inclusive environment, and address behavior issues proactively and support students effectively.

Dashboard "RED" Indicators at the District level / Actions in the LCAP to address these areas:

English ELA: Students with Disabilities / 1.6, 2.1, 2.2, 2.6
Suspension Rate: English Learners, Foster Youth / 1.4, 2.1, 4.1, 4.3, 4.4
College / Career Readiness: English Learners, Foster Youth / 1.4, 3.3, 3.4, 4.1
Chronic Absenteeism: Low Income students / 1.4, 2.1, 4.1, 4.3, 4.5

Dashboard "RED" Indicators at the School level:

English ELA:
- Students with Disabilities (Arroyo Seco, Canyon, Castaic, Golden Valley, La Mesa, Placerita, Valencia)
- English Learners (Canyon, Golden Valley, Hart)
- Hispanic (Bowman)

Actions in the LCAP to address increasing English performance for these groups of students include: 1.6, 2.1, 2.2, 2.3, 2.5, 2.6, 2.7

Math:
- Students with Disabilities (Golden Valley, La Mesa, Valencia)
- English Learners (Sierra Vista)
- Hispanic and Overall Math Performance (Bowman)

Actions in the LCAP to address increasing Math performance for these groups of students include: 1.2, 2.1, 2.2

Graduation Rate:
- Students with Disabilities (Valencia)
- Overall Rate, Low Income, and Hispanic Students (Bowman)

Actions in the LCAP to address increasing the Graduation Rate for these groups of students include: 1.2, 1.4, 2.1, 4.1

College / Career Readiness:
- Overall Rate (Bowman)
- English Learners (Bowman, Canyon, Hart)
- Students with Disabilities (Bowman, Canyon, Golden Valley)
- Low Income (Bowman)
- Homeless (Bowman)
- Hispanic (Bowman)
- White (Bowman)

Actions in the LCAP to address increasing College & Career Readiness for these groups of students include: 1.4, 3.3, 3.4, 4.1

Suspension Rate:
- Students with Disabilities (Golden Valley, La Mesa, Sierra Vista, West Ranch)
- English Learners (Castaic, La Mesa, Sierra Vista, Hart)
- Low Income (La Mesa, Sierra Vista)

- Homeless (Castaic, La Mesa, Sierra Vista)
- Hispanic (La Mesa, Sierra Vista)
- African American (Golden Valley)
- White (Bowman)

Actions in the LCAP to address decreasing the Suspension Rate for these groups of students include: 1.4, 2.1, 4.1, 4.3, 4.4

Chronic Absenteeism:
- Overall Rate (La Mesa, Learning Post, Sierra Vista)
- Student with Disabilities (La Mesa, Sierra Vista)
- English Learners (La Mesa, Sierra Vista)
- Low Income (Arroyo Seco, La Mesa, Sierra Vista)
- Homeless (La Mesa, Sierra Vista)
- Hispanic (La Mesa, Sierra Vista)
- White (La Mesa, Sierra Vista)

Actions in the LCAP to address decreasing Chronic Absenteeism for these groups of students include: 1.4, 2.1, 4.1, 4.3, 4.5

Reflections: Technical Assistance

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

The William S. Hart Union High School Distance is eligible for "Differentiated Assistance" based on the 2023 California Dashboard indicators in the areas of Suspension Rate and College & Career Readiness for both Foster Youth and English Learners. District leaders have been working with the Los Angeles County Office of Education to identify underlying causes, possible solutions, and available resources to support the needs of these students and show continuous improvement in these areas. Through in-person and online meetings, District leaders have met with LACOE officials at least three times to review the District's Dashboard data, identify strengths and weaknesses, explain actions included in the LCAP to address student achievement gaps, and prioritize our work. Six members of our District leadership team participated in the "Differentiated Assistance Convening" conference to help identify best practices, apply strategies and tools to improve student outcomes, and engage with LACOE leaders in the process of ongoing improvement.

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.

(1) Jereann Bowman Continuation High School

Support for Identified Schools

In order to support Bowman High School in developing its comprehensive support and improvement plan, the Director of Special Programs met with the school's Administrators to discuss the eligibility status and qualifying data as a low performing school. Through the school plan development process, Bowman's staff conducted a needs assessment using student performance data, and identified root causes to low performance outcomes. Using that data, they examined possible research-based educational strategies to select the most effective actions and services for the school's CSI Plan that will have a direct impact on student improvement. Using the Department of Education's Non-Regulatory Guidance document on "Using Evidence to Strengthen Education Investments", Bowman staff have selected relevant, evidence-based components that will improve the capacity of their staff and meet the needs of their student population. These actions and services include specific, measurable, achievable, relevant, and time-bound goals.

When examining the ten dimensions of educational resource equity, the staff have indicated that the only disparity among the resources at Bowman compared to the resources for students at all the other schools in the Hart District is school funding. The CSI plan will address this financial disparity by providing additional funding for actions and services to support their current program. Bowman High School is a State award winning Continuation High School providing a complete, high quality education for our most struggling students in danger of not graduating. Knowing that students at Bowman have not been successful in traditional comprehensive school settings, Bowman has created a highly successful, alternative, variable credit system providing students with constant "small wins" and daily successes to propel them further and closer to earning credits and graduating. All other dimensions of resource equity are evident at Bowman (teaching quality and diversity, school leadership, empowering rigorous content, instructional time and attention, positive and inviting school climate, student supports and intervention, learning-ready facilities, and diverse classrooms.)

Monitoring and Evaluating Effectiveness

The Director of Special Programs (LEA) and Bowman school Administrators will hold quarterly meetings to monitor the implementation progress of all actions and services, and measure the effectiveness of each. Students' academic achievement, behavior, and graduation data will all be measured. Qualitative responses will be surveyed to determine which services students utilize the most, and which are having the biggest impact on behavior, motivation, and achieving the identified goals. The LEA will continue to use the LCAP and SPSA process to monitor progress over the next year.

The CSI plan will select interventions, strategies, and activities that align to the goals, actions, and services in the LCAP in order to increase student achievement at Bowman High School. Through the needs assessment and root cause analysis process, the LEA and school Administrators have identified English and math performance, graduation rate, and suspension rate as the highest priorities. Bowman students who took the CAASPP in 2023 scored 52 points below standard in English, and 130.6 points below standard in math. The graduation rate declined to 77.6%, and 6.1% of students were suspended at least 1 day. The CSI plan will reflect strategic actions and services to best support students, provide necessary training for teachers, and build literacy, numeracy, and social-emotional skills for improving student success. Research-based strategies will be included in a multi-tiered system of supports for all students at Bowman.

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Teachers	Teachers were engaged through the following LCAP Input Meetings: • Educational Partners Community Input Meetings - January 23 and January 25, 2024 • Certificated Communications Council - February 6, 2024 • District English Learners Advisory Committee - February 6 and May 7, 2024 • Educational Services Meetings - February 9, March 8, and April 18, 2024 At these LCAP Input Meetings, teachers were presented with student performance data from the 2023 California Dashboard results. Successes and areas of growth were identified. Data was shown on the current LCAP actions and services provided for all schools, as well as for significant student groups including English Learners, low income / homeless students, foster youth, and students with disabilities. Table groups discussed priority actions to continue, and listed new ideas for improving student academic achievement, reducing chronic absenteeism, increasing college and career readiness, improving school culture and safety, and increasing and improving services for unduplicated pupils.
Principals	Principals were engaged through the following LCAP Input Meetings: • Educational Partners Community Input Meetings - January 23 and January 25, 2024

Educational Partner(s)	Process for Engagement
	- Administrative Council Meetings - February 14, March 27, and April 24, 2024 At these LCAP Input Meetings, principals were presented with student performance data from the 2023 California Dashboard results. Successes and areas of growth were identified. Data was shown on the current LCAP actions and services provided for all schools, as well as for individual student groups including English Learners, low income / homeless students, foster youth, and students with disabilities. Table groups discussed priority actions to continue, and listed new ideas for improving student academic achievement, increasing the graduation rate, reducing chronic absenteeism, increasing college and career readiness, reducing suspensions and expulsions, improving behavior, improving school culture and safety, and increasing and improving services for unduplicated pupils.
Administrators	Administrators were engaged through the following LCAP Input Meetings: - Educational Partners Community Input Meetings - January 23 and January 25, 2024 - District English Learners Advisory Committee - February 6 and May 7, 2024 - Administrative Academy - February 26, 2024 At these LCAP Input Meetings, administrators were presented with student performance data from the 2023 California Dashboard results. Successes and areas of growth were identified. Data was shown on the current LCAP actions and services provided for all schools, as well as for individual student groups including English Learners, low income / homeless students, foster youth, and students with disabilities. Table groups discussed priority actions to continue, and listed new ideas for improving student academic achievement, increasing the graduation rate, reducing chronic absenteeism, increasing college and career readiness, reducing suspensions and expulsions, improving behavior, improving school culture and safety, and increasing and improving services for unduplicated pupils.

Educational Partner(s)	Process for Engagement
Other School Personnel	Other School Personnel were engaged through the following LCAP Input Meetings: • Educational Partners Community Input Meetings - January 23 and January 25, 2024 • District English Learners Advisory Committee - February 6 and May 7, 2024 At these LCAP Input Meetings, other school personnel were presented with student performance data from the 2023 California Dashboard results. Successes and areas of growth were identified. Data was shown on the current LCAP actions and services provided for all schools, as well as for individual student groups including English Learners, low income / homeless students, foster youth, and students with disabilities. Table groups discussed priority actions to continue, and listed new ideas for improving student academic achievement, increasing the graduation rate, reducing chronic absenteeism, increasing college and career readiness, reducing suspensions and expulsions, improving behavior, improving school culture and safety, and increasing and improving services for unduplicated pupils.
Local Bargaining Units (HDTA and CSEA)	Local Bargaining Units, Hart District Teachers Association (HDTA) and California School Employees Association (CSEA) representatives were engaged through the following LCAP Input Meetings: • Educational Partners Community Input Meetings - January 23 and January 25, 2024 • School Site Faculty Meetings and Leadership Team Meetings (various dates) At these LCAP Input Meetings, representatives from our local bargaining units (HDTA and CSEA) were presented with student performance data from the 2023 California Dashboard results. Successes and areas of growth were identified. Data was shown on the current LCAP actions and services provided for all schools, as well as for individual student groups including English Learners, low income / homeless students, foster youth, and students with disabilities. Table groups discussed priority actions to continue, and

Educational Partner(s)	Process for Engagement
	listed new ideas for improving student academic achievement, reducing chronic absenteeism, increasing college and career readiness, improving school culture and safety, and increasing and improving services for unduplicated pupils.
Parents / Parent Advisory Committee	Parents were engaged through the following LCAP Input Meetings: • Educational Partners Community Input Meetings - January 23 and January 25, 2024 • District English Learners Advisory Committee - February 6 and May 7, 2024 • Parent Communications Council - February 7, 2024 At these LCAP Input Meetings, parents were presented with student performance data from the 2023 California Dashboard results. Successes and areas of growth were identified. Data was shown on the current LCAP actions and services provided for all schools, as well as for individual student groups including English Learners, low income / homeless students, foster youth, and students with disabilities. Table groups discussed priority actions to continue, and listed new ideas for improving student academic achievement, reducing chronic absenteeism, increasing college and career readiness, and increasing and improving services for unduplicated pupils.
Students	Students were engaged through the following LCAP Input Meetings: • Student Communications Council - February 12, 2024 • ASB School Site Meetings (various dates) At these LCAP Input Meetings, students were presented with student performance data from the 2023 California Dashboard results. Successes and areas of growth were identified. Data was shown on the current LCAP actions and services provided for all schools, as well as for individual student groups including English Learners, low income / homeless students, foster youth, and students with disabilities. Table groups discussed priority actions to continue, and listed new ideas for improving student academic achievement, reducing chronic absenteeism, increasing college and career

Educational Partner(s)	Process for Engagement
	readiness, improving school culture and safety, and increasing and improving services for unduplicated pupils.
District English Learners Advisory Committee (DELAC)	Parents of English Learners were engaged through the EL Parent Advisory Committee (DELAC) meetings: • DELAC Meetings - February 6 and May 7, 2024 At these LCAP Input Meetings, parents of English Learner students were presented with student performance data from the 2023 California Dashboard results. Successes and areas of growth were identified. Data was shown on the current LCAP actions and services provided for all schools, as well as for English Learners. Table groups discussed priority actions to continue, and listed new ideas for improving student academic achievement, increasing college and career readiness, and increasing and improving services for English Learners.
Special Education Local Plan Area (SELPA)	Special Education Local Plan Area (SELPA) members were engaged through the following LCAP Input Meetings: • Administrative Council Meetings - February 14, March 27, and April 24, 2024 • SELPA Meeting - May 21, 2024 At these LCAP Input Meetings, members of the SELPA were presented with student performance data from the 2023 California Dashboard results. Successes and areas of growth were identified. Data was shown on the current LCAP actions and services provided for all schools, as well as for individual student groups including English Learners, low income / homeless students, foster youth, and students with disabilities. Members discussed priority actions to continue, and listed new ideas for improving student academic achievement, reducing chronic absenteeism, increasing college and career readiness, and improving behavior particularly for students with disabilities through LEA-wide and school-wide actions and services reflected in the LCAP.

After looking at the 2023 CA Dashboard Data, we identified areas of growth, and areas of focus for improvement. Our educational partners noted that since our District-wide math scores remain below standard, increasing math achievement is a high priority. This directly influenced the choice to devise new ways to provide math support (Action / Goal 2.1) for our most critical foundational math courses - Math 7 at the Junior Highs, and Algebra 1 at the High Schools. We have used an after school intervention model and parallel math classes in the past. However these have not proven to be as successful as originally intended, especially for our unduplicated pupils who need more focused assistance during class time within the regular school day. Improving student's basic math skills in these two courses will positively affect all math classes above them.

Secondly, our educational partners recognize that literacy across all content areas is one of the most important skills to increase for all students. Students spend most of their academic day "listening" more than anything else in the 4 literacy domains: reading, writing, listening, and speaking. However, just listening in class all day does not translate to full proficiency in the other three areas. Students struggle most in writing, and also in reading comprehension. This input affected our decisions to develop a strategic focus on "best first instruction" within the multi-tiered systems of support (MTSS) model of "tier 1" and "tier 2" support within the classroom (Action / Goal 2.1). Therefore, considerable effort is being placed on the intentional training (Action / Goal 2.6) and implementation of both MTSS and Universal Design for Learning (UDL) strategies to increase literacy, ensure equitable access to all rigorous course content, and provide multiple forms of differentiation to increase student learning.

After reviewing data about reading material available for our students in our school libraries, our educational partners also supported the need to increase culturally relevant, updated books so that students have access to contemporary reading material and reference materials that reflect our student bodies. With a very diverse student population, it is important that students see themselves and their life experiences reflected in the books they read, and authors they connect with. We need to ensure that our students feel seen, heard, and valued. One way to do this is by giving them the opportunity to find books and reading material that addresses their interests, dreams, goals, families, and friends, to know they are not alone and feel supported and understood in what they experience in life. This impacted the LCAP's Action / Goal 1.6 to provide funding for new library books that are especially interesting to our unduplicated pupils and students of all significant subgroups.

When examining our growing number of students from low income families and those experiencing homelessness, our educational partners agree that some of the most important actions and services we can provide for LI and HL students is through the case management and personal attention from school social workers and counselors. This influenced Action / Goal 4.1 supporting these staff members who serve critical roles in connecting our LI and HL students with essential resources at school and in the community. They play an extremely important role in removing financial barriers for these students, providing equitable access to all school programs and college courses, and giving students social-emotional support and a sense of belonging. This also reduces emotional burdens that students carry daily, and help them focus on achieving personal and academic success to ultimately be "opportunity ready" upon graduation.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Ensure all students have access to highly qualified teachers, school site guidance counselors, State standards aligned textbooks and materials, safe and uncrowded classrooms, and school facilities in good repair.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)

Priority 2: State Standards (Conditions of Learning)

Priority 5: Pupil Engagement (Engagement)

An explanation of why the LEA has developed this goal.

Equity and access for all students is the highest priority. All students need and deserve access to a rigorous, challenging education, co-curricular programs, well-maintained schools, highly qualified teachers, dedicated guidance counselors, updated standards-based curriculum, current technology, and individualized support. Ensuring equity for all students addresses the fact that not all students learn in the same ways, or at the same time, and many have individualized needs compared with their peers. This goal addresses those issues and provides optimal conditions for learning for all students, ensures access with appropriate supports, regardless of family income, neighborhood of residency, or language proficiency.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Fully credentialed and appropriately assigned teachers • DataQuest Teacher Assignment Monitoring Outcomes Report (Priority 1)	83.1% Clear (2021-22 DataQuest Report)			90% Clear (2024-25 DataQuest Report)	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.2	Access to standards-aligned instructional materials • Annual Williams Reports (Priority 1)	100% of students in the District have sufficient access to the standards-aligned instructional materials. (Results were presented to the Board in Fall 2023 Williams' Textbook Sufficiency Report.)			100% of students in the District will have sufficient access to the standards-aligned instructional materials. (Results will be presented to the Board in Fall 2026 Williams' Textbook Sufficiency Report.)	
1.3	Implementation of State Standards: English • Common District ELA performance task assessment (Priority 2)	Grades 7 and 8 English Performance Task: Q2: Explanatory Organization / Purpose = 68% Proficient Evidence / Elaboration = 60% Proficient Conventions = 91% Proficient Q3: Argumentative Organization / Purpose = 63% Proficient Evidence / Elaboration = 58% Proficient Conventions = 88% Proficient Grades 9, 10, 11 English Performance Task:			Grades 7 and 8 English Performance Task: Q2: Explanatory Organization / Purpose = 74% Proficient Evidence / Elaboration = 64% Proficient Conventions = 95% Proficient Q3: Argumentative Organization / Purpose = 67% Proficient Evidence / Elaboration = 62% Proficient	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Q2: Explanatory Organization / Purpose = 95% Proficient Evidence / Elaboration = 94% Proficient Conventions = 93% Proficient Q3: Argumentative Organization / Purpose = 73% Proficient Evidence / Elaboration = 67% Proficient Conventions = 83% Proficient (Local Common Assessment for ELA)			Conventions = 92% Proficient Grades 9, 10, 11 English Performance Task: Q2: Explanatory Organization / Purpose = 98% Proficient Evidence / Elaboration = 97% Proficient Conventions = 96% Proficient Q3: Argumentative Organization / Purpose = 80% Proficient Evidence / Elaboration = 74% Proficient Conventions = 88% Proficient (Local Common Assessment for ELA)	
1.4	Implementation of State Standards: Science • Common District Science assessment	8th Grade NGSS Benchmark Exam Scores 2023-24: Met or Exceeded Standard:			8th Grade NGSS Benchmark Exam Scores 2026-27: Met or Exceeded Standard:	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	benchmark exams (Priority 2)	DCI - Forces: 72.4% DCI - Energy: 76.5% SEP - Questions & Problems: 74.7% SEP - Models: 63.1% SEP - Investigations: 53.2% CCC - Cause & Effect: 68.1% CCC - Systems: 63.1% Additional Benchmark Exams are being developed and will be available to measure progress in years 2 and 3. (Local Common Assessment for Science)			DCI - Forces: 78% DCI - Energy: 82% SEP - Questions & Problems: 78% SEP - Models: 69% SEP - Investigations: 59% CCC - Cause & Effect: 74% CCC - Systems: 69% Additional Benchmark Exam Scores will be available annually as they are developed. (Local Common Assessment for Science)	
1.5	LEA Rating for District's Provision of Professional Learning for Teaching to the State's Academic Standards and/or Curriculum Frameworks • California Dashboard Local Indicators (Priority 2)	Professional Learning for teaching State academic standards and/or curriculum frameworks 2023-24: English Language Arts - 4 English Language Development - 3 Mathematics - 4			Professional Learning for teaching State academic standards and/or curriculum frameworks: English Language Arts - 5	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Next Generation Science - 4 History / Social Science - 3 (CA Dashboard Local Indicators - Priority 2)			English Language Development - 4 Mathematics - 5 Next Generation Science - 5 History / Social Science - 4 (CA Dashboard Local Indicators - Priority 2)	
1.6	LEA Rating for District's Progress in Making Instructional Materials that are Aligned to State Academic Standards and/or Curriculum Frameworks • California Dashboard Local Indicators (Priority 2)	Producing Instructional Materials aligned to State academic standards and/or curriculum frameworks in all classrooms per subject 2023-24: English Language Arts - 5 English Language Development - 4 Mathematics - 4 Next Generation Science - 4 History / Social Science - 4 (CA Dashboard Local Indicators - Priority 2)			Producing Instructional Materials aligned to State academic standards and/or curriculum frameworks in all classrooms per subject: English Language Arts - 5 English Language Development - 5 Mathematics - 5 Next Generation Science - 5 History / Social Science - 5 (CA Dashboard Local Indicators - Priority 2)	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.7	Student Engagement • Student counseling data, Wellness center visits (Priority 5)	Student Wellness Centers (across all schools) 2023-24 Total Drop-Ins: 83,304 Wellness Counseling Sessions: 6,972 Hazel Health Calls (free telehealth counseling services): 286			Student Wellness Centers (across all schools) 2026-27 Total Drop-Ins: 80,000 Wellness Counseling Sessions: 6,000 Hazel Health Calls (free telehealth counseling services): 200	
1.8	Attendance Rate • CALPADS P2 report (Priority 5)	94.1% District average daily attendance rate (2023 CALPADS Report)			97% District average daily attendance rate (2026 CALPADS Report)	
1.9	Facilities in good repair • Facility Inspection Tool (Priority 1)	100% of school facilities are maintained in good repair as reported in the Fall 2023 Facilities Inspection Tool.			100% of school facilities will be maintained in good repair as reported in the Fall 2026 Facilities Inspection Tool.	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Base Teacher Salaries and Benefits	Fund credentialed teachers to provide instruction in all classrooms for all students.	$105,280,343.00	No
1.2	Additional Math Teaching Sections	Fund additional Math teaching sections to provide "push-in" tier 2 student support in Math 7 and Algebra 1 classes to provide targeted support for English Learners, foster youth, low income, and homeless students scoring below standard.	$2,000,000.00	Yes
1.3	Base Counselors Salaries and Benefits	Fund school counselors to provide academic, social-emotional, college and career guidance in all schools for all students.	$7,944,125.00	No
1.4	Additional School Counselors	Fund additional counselors at schools with high numbers of English Learners, Low Income, Foster Youth, and Homeless students to provide supplemental, holistic support.	$2,000,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.5	Textbooks and Instructional Materials	Allocate annual restricted lottery revenue to provide all students with State standards-aligned textbooks and curriculum in all content areas.	$2,526,473.00	No
1.6	Supplemental Library Books	Support school libraries to increase student literacy by providing culturally relevant library books and a contemporary selection of high-interest / low lexile-level books for diverse student populations. In particular, the purchase of these books is to increase literacy skills for English learners, foster youth, and low income students by giving them the opportunity to see themselves, their cultures, and their life experiences reflected in literature.	$200,000.00	Yes
1.7	Safe, Uncrowded, Well-Maintained Learning Environments	Contribute 3% from the General Fund to the Routine Restricted Maintenance account to repair, restore, or renovate district grounds, buildings, or equipment.	$10,387,008.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Increase and improve student achievement by providing rigorous, standards-aligned curriculum and instruction in English, Math, Science, and Social Studies with additional targeted support for English Learners, Socioeconomically Disadvantaged Students, Students experiencing Homelessness, Foster Youth, and Students with Disabilities.	Broad Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)

Priority 7: Course Access (Conditions of Learning)

Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

All students need access to a challenging broad course of study to increase and improve student achievement through measurable student learning outcomes. This goal addresses the need to decrease the achievement gap between "all students" and those with additional barriers and challenges to academic success, and provide multiple forms of intervention based on student need. The District's number of English Learners (EL), immigrant Newcomers, students from low income or socioeconomically disadvantaged families (LI or SED), students experiencing homelessness (HL), foster youth (FY), and students with disabilities (SWD), have been increasing steadily over the past years with more anticipated growth in these numbers in 2024-25. This goal aims to provide intentional, strategic actions specifically designed to provide individualized support services to ensure equity for all students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	CAASPP ELA Scores • California Dashboard (Priority 4)	2023 CAASPP ELA Scores: District Overall "Green" 44.4 points above standard English Learners = Orange 37.2 points below standard			2026 CAASPP ELA Scores: District Overall "Blue" 60 points above standard English Learners = Green	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Foster Youth = No Color (13 students) 139.3 points below standard Homeless = Yellow 17.8 points below standard Socioeconomically Disadvantaged = Yellow 1.7 points above standard Students with Disabilities = Red 64.2 points below standard Long Term English Learners = No Color Not available on Dashboard until 2024 African American = Yellow 12.7 points above standard Hispanic = Yellow 10.8 points above standard Two or More Races = Green			5 points below standard Foster Youth = No Color (too few students) 50 points below standard Homeless = Green 5 points above standard Socioeconomically Disadvantaged = Green 15 points above standard Students with Disabilities = Yellow 30 points below standard Long Term English Learners = TBD African American = Green 40 points above standard Hispanic = Green 40 points above standard	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		69.7 points above standard White = Green 62.6 points above standard Filipino = Blue 82.3 points above standard Asian = Blue 121.9 points above standard			Two or More Races = Blue 80 points above standard White = Blue 80 points above standard Filipino = Blue 95 points above standard Asian = Blue 130 points above standard	
2.2	CAASPP Math Scores • California Dashboard (Priority 4)	2023 CAASPP Math Scores: District Overall "Green" 14.8 points below standard English Learners = Yellow 88.6 points below standard Foster Youth = No Color (14 students) 183.6 points below standard Homeless = Yellow 74.3 points below standard			2026 CAASPP Math Scores: District Overall "Blue" 10 points above standard English Learners = Green 10 points below standard Foster Youth = No Color (too few students) 50 points below standard Homeless = Green	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Socioeconomically Disadvantaged = Yellow 60.7 points below standard Students with Disabilities = Orange 128.3 points below standard Long Term English Learners = No Color Not available on Dashboard until 2024 African American = Green 57 points below standard Hispanic = Green 54.6 points below standard Two or More Races = Green 9.4 points above standard White = Green 3.8 points above standard Filipino = Blue 32.2 points above standard			25 points below standard Socioeconomically Disadvantaged = Green 15 points above standard Students with Disabilities = Yellow 50 points below standard Long Term English Learners = TBD African American = Blue 20 points below standard Hispanic = Blue 20 points below standard Two or More Races = Blue 40 points above standard White = Blue 30 points above standard Filipino = Blue	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Asian = Blue 92.3 points above standard			50 points above standard Asian = Blue 105 points above standard	
2.3	CAST Science Scores • California Dashboard (Priority 4)	2023 CAST Science Scores District Overall: 46.2% of students Met or Exceeded Standards (levels 3 and 4) English Learners 1.5% met or exceeded standards Foster Youth 6.3% met or exceeded standards Homeless 25.3% met or exceeded standards Socioeconomically Disadvantaged 29.1% met or exceeded standards Students with Disabilities 13.5% met or exceeded standards Long Term English Learners			2026 CAST Science Scores District Overall: 60% of students Met or Exceeded Standards (levels 3 and 4) English Learners 15% met or exceeded standards Foster Youth 25% met or exceeded standards Homeless 40% met or exceeded standards Socioeconomically Disadvantaged 45% met or exceeded standards	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		0.8% met or exceeded standards African American 32.6% met or exceeded standards Hispanic 31.6% met or exceeded standards Two or More Races 56.8% met or exceeded standards White 55% met or exceeded standards Filipino 61.5% met or exceeded standards Asian 79% met or exceeded standards			Students with Disabilities 30% met or exceeded standards Long Term English Learners 15% met or exceeded standards African American 45% met or exceeded standards Hispanic 45% met or exceeded standards Two or More Races 70% met or exceeded standards White 70% met or exceeded standards Filipino 75% met or exceeded standards	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					Asian 90% met or exceeded standards	
2.4	English Learner Progress • California Dashboard (Priority 4)	56.9% of EL students made progress towards English language proficiency 4.5% maintained an ELPAC score of 4 52.4% progressed at least 1 ELPI level (2023 California Dashboard)			66% of EL students will make progress towards English language proficiency 8% will maintain an ELPAC score of 4 58% will progress at least 1 ELPI level (2026 California Dashboard)	
2.5	EL Reclassification Student Enrollment Data • CDE DataQuest annual report (Priority 4)	19.2% of District enrolled students are Reclassified as Fluent English Proficient (RFEP) in the 2022-23 School Year			25% of District enrolled students will be Reclassified as Fluent English Proficient (RFEP) in the 2025-26 school year	
2.6	EL Reclassification Numbers • District Student Information System (Priority 4)	20.8% 250 out of 1201 EL students Reclassified as Fluent English Proficient (RFEP) during the 2022-23 school year			35% of EL students will be Reclassified as Fluent English Proficient (RFEP) during the 2025-26 school year	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.7	Golden State Seal of Merit • CDE DataQuest annual report (Priority 8)	40.2% 1540 out of 3830 Seniors earned the CA Golden State Seal of Merit - Class of 2023			50% of graduating Seniors will earn the CA Golden State Seal of Merit - Class of 2026	
2.8	State Seal of Biliteracy • CDE DataQuest annual report (Priority 8)	5.4% 207 out of 3830 Students earned the CA State Seal of Biliteracy - Class of 2023			10% of graduating Seniors will earn the CA State Seal of Biliteracy - Class of 2026	
2.9	Access to and enrollment in a broad course of study • Self-reflection tool for Local Indicator for Access to a Broad Course of Study • Infinite Campus Student Information System Data (Priority 7)	Review of student schedules, course offerings and course enrollment reports during Local Indicator self-study process. 100% of students have access and enrollment in broad course of study - 2023-24.			100% of students have access and enrollment in broad course of study - 2026-27.	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Multi-Tiered System of Support	To improve the learning outcomes for English Learners, Low Income students, and Foster Youth, all schools will develop and provide a multi-tiered system of student support to accelerate learning, address academic achievement gaps, reduce chronic absenteeism, and decrease suspensions and expulsions. This includes a focus on best first instruction, targeted academic, behavioral, and social-emotional support programs. Extended support time for students and staff will be provided for collaboration time, MTSS team support, best first instructional practices, Tier 2 in-class support systems, student performance data analysis, planning, and professional development to strengthen these student support systems and increase student outcomes.	$457,776.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.2	Supplemental Literacy and Math Programs	Supplemental curriculum programs will be purchased and used as supplemental instructional materials to accelerate learning focusing on literacy, language development, and increasing math skills to increase the academic success of English Learners, Foster Youth, and Low-Income students especially. These programs offer targeted support, additional practice, engaging hands-on learning, and necessary resources to help these student populations overcome their educational barriers and access grade level content.	$175,000.00	Yes
2.3	English Language Development Staff and Designated Support Teaching Sections	English Learners will receive additional support through the English Language Development (ELD) program through additional ELD teaching staff, EL coordinators on each school site, and Achieve designated language support classes. All Long-Term English Learners (LTELs), EL Newcomers, and beginning and emerging EL students are enrolled in designated support classes district-wide.	$2,000,000.00	Yes
2.4	English Learners Progress Monitoring and Academic Support	English Learners will receive additional support to increase and monitor their English proficiency achievement levels through ELPAC testing language review sessions, the use of the "ELLevation" progress monitoring system, and academic guidance and targeted academic intervention.	$70,000.00	Yes
2.5	Bilingual Instructional Assistants	Bilingual Instructional Assistants (BIAs) will provide direct language support for English Learners in integrated classrooms and designated support classes.	$2,000,000.00	Yes
2.6	Professional Development and Collaboration to Support Unduplicated Student Populations	Professional development will be provided to build teacher, administrators, and staff capacity through sustained training and collaboration time focused on evidence-based strategies to effectively increase student achievement for English Learners (including Long-Term English Learners and Newcomers), Foster Youth, Homeless, and Low Income students. This PD and collaboration will improve instructional outcomes by increasing literacy strategies across all content areas, improving effective instruction, making data-driven program adjustments, and including strategies for	$707,863.00	Yes

Action #	Title	Description	Total Funds	Contributing
		supporting the unique needs of EL, FY, and LI students in integrated and inclusive settings.		
2.7	EL Newcomer Program	English Learner "Newcomers" will be provided with a unique, individualized Newcomer Program to meet the demands of increasing EL Newcomer student enrollment through specialized English language development, personalized learning plans, customized coursework, supplemental programs, specialized summer programs, a multi-tiered system of support, connections to community resources, post-secondary opportunities, and access to culturally-sensitive social services for Newcomer students and their families.	$1,200,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Increase the number of students prepared for college and careers through a rigorous broad course of study that includes preparation for college admission, and enrollment in college level classes, Career Technical Education courses, and career pathways.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)

Priority 4: Pupil Achievement (Pupil Outcomes)

Priority 5: Pupil Engagement (Engagement)

Priority 7: Course Access (Conditions of Learning)

Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

The District has traditionally maintained a high graduation rate. However, the number of students identified as being college and career ready through multiple measures is significantly lower. This goal provides a focus on preparing students for a variety of post-secondary options, and equipping them to be "opportunity ready" with the necessary skills to be successful in any path they choose. This includes increasing the number of students who enroll in and complete A-G college requirements, college admissions exams, AP classes, CTE courses, dual and concurrent enrollment classes, and are considered by the State as "prepared" for college and careers.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	High School Graduation Rate • CDE California Dashboard, CDE DataQuest Five Year Cohort Report (Priority 5)	94.8% Graduation Rate - Class of 2023 English Learners = 82.3% Foster Youth = 76% Low Income = 91.8% Homeless = 88.1% Students w/ Disabilities = 83.4%			97% Graduation Rate - Class of 2026 English Learners = 85% Foster Youth = 79% Low Income = 94%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		(California Dashboard 2023) 97.6% Five-year cohort graduation rate African American = 95.2% Asian = 98.7% Filipino = 97.9% Hispanic = 97.1% White = 98.0% Two or More Races = 98.2% (Dataquest 2023)			Homeless = 91% Students w/ Disabilities = 86% (California Dashboard 2026) 98% Five-year cohort graduation rate African American = 98% Asian = 99% Filipino = 99% Hispanic = 98% White = 98.0% Two or More Races = 99% (DataQuest 2026)	
3.2	High School Dropout Rate • CDE DataQuest annual report (Priority 5)	0.47% 18 Dropouts Out of 3830 Seniors - Class of 2023 (DataQuest 2023)			<0.2% Dropouts Class of 2026 (DataQuest 2026)	
3.3	Middle School Dropout Rate • CALPADS annual report 8.1 (Priority 5)	13 Jr High Dropouts in 2023 0.003% (CALPADS Report 2023)			<0.001% Jr High Dropouts in 2026 (CALPADS Report 2026)	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.4	Junior High Non-Promotee Rate • Student Information System course completion for 8th graders (Priority 5)	6.4% Non-Promotees 193 8th graders Out of 3020 8th graders in 2023 (Infinite Campus - credits earned through course grades)			<4% Non-Promotees 8th graders in 2026 (Infinite Campus - credits earned through course grades)	
3.5	CTE Pathway Completion • CDE DataQuest annual report for CTE completors (Priority 4)	24% 600 Seniors completed a CTE pathway Out of 3830 Seniors - Class of 2023 (DataQuest 2023)			35% of Seniors will complete a CTE pathway Class of 2026 (DataQuest 2026)	
3.6	A-G Completion • DataQuest annual report for UC/CSU requirements met (Priority 4)	49.7% 1902 Seniors met A-G graduation requirements Out of 3830 Seniors - Class of 2023 African American = 55.3% Asian = 86.6% Filipino = 70.1% Hispanic = 36.9% White = 58.1% Two or More Races = 64.3% (DataQuest 2023)			60% of Seniors will meet A-G graduation requirements Class of 2026 African American = 65% Asian = 90% Filipino = 75% Hispanic = 45% White = 65% Two or More Races = 70% (DataQuest 2026)	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.7	Both CTE and A-G Completion • CDE DataQuest annual reports combined (Priority 4)	7.1% 272 students completed both CTE pathway and A-G requirements Out of 3830 Seniors - Class of 2023 (DataQuest 2023)			10% of Seniors will complete both CTE pathway and A-G requirements Class of 2026 (DataQuest 2026)	
3.8	CTE Course Enrollment • Student Information System course enrollment counts (Priority 7)	34.8% 7,320 students enrolled in at least 1 CTE course (grades 7-12) (Infinite Campus Course Enrollment 2023)			40% of students will be enrolled in at least 1 CTE course (grades 7-12) (Infinite Campus Course Enrollment 2026)	
3.9	Dual & Concurrent Enrollment • Student Information System course enrollment counts (Priority 7)	5.0% 1050 students enrolled in at least 1 Dual Enrollment or Concurrent college course (grades 10-12) (Infinite Campus Course Enrollment 2023)			8% of students will be enrolled in at least 1 Dual Enrollment or Concurrent college course (grades 10-12) (Infinite Campus Course Enrollment 2026)	
3.10	Advanced Placement (AP) Course Enrollment • Student Information System course	24.7% 5191 students enrolled in AP courses (grades 9-12)			30% students will be enroll in AP courses (grades 9-12)	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	enrollment counts (Priority 7)	(Infinite Campus Course Enrollment 2023)			(Infinite Campus Course Enrollment 2026)	
3.11	AP Exam Pass Rate • College Board Report (Priority 8)	59% 3076 students passed AP exams with a score of 3 or higher (College Board 2023)			70% of students will pass AP exams with a score of 3 or higher (College Board 2026)	
3.12	College / Career Readiness • California Dashboard (Priority 4)	52.8% prepared = "Medium" level English Learners = 8.8% Foster Youth = 8.0% Students w/ Disabilities = 12.5% Homeless = 22.8% Low Income = 36.3% African American = 43% Hispanic = 39.1% White = 60.3% Filipino = 67.2% Two or More Races = 60.7% Asian = 85.3% (California Dashboard 2023)			65% prepared = "High" level English Learners = 14% Foster Youth = 14% Students w/ Disabilities = 18% Homeless = 30% Low Income = 42% African American = 50% Hispanic = 50% White = 70% Filipino = 75% Two or More Races = 70% Asian = 90% (California Dashboard 2026)	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.13	Early Assessment Program (EAP) = percent of students who met or exceeded standard in both CAASPP ELA and Math • CDE DataQuest (Priority 4)	63.3% - EAP Score 1268 Juniors met or exceeded standards in BOTH CAASPP ELA and Math 68.5% - District average (grades 7, 8, 11) Students met or exceeded standards in ELA 44.7% - District average (grades 7, 8, 11) Students met or exceeded standards in Math (DataQuest 2023)			70% of Juniors (11th graders taking the CAASPP) will meet or exceed standards in both CAASPP ELA and Math 75% - District ELA average (grades 7, 8, 11) students will meet or exceed standards in ELA 50% - District Math average (grades 7, 8, 11) students will meet or exceed standards in Math (DataQuest 2026)	
3.14	Parent Involvement in College / Career Events • Local attendance data (Priority 3)	8 College / Career outreach events annually - including, but not limited to: • Fall & Spring College / Career / CTE Fairs • Many Families One Community event			Hold at least 10 successful College / Career outreach events annually. (LEA attendance data)	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		• PAC, PCC, CCC, BTSN, Open House presentations on CTE Pathways • FAFSA Night • Cash for College • Elementary School Outreach • Educators in Industry (LEA Attendance Data 2023-24)				

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Career Technical Education Program	Support CTE program staff salaries, benefits, and program expenditures to provide access to extended learning opportunities and career guidance for all students.	$5,647,043.00	No
3.2	Supplemental Online College and Career Guidance Programs	Provide support for college and career readiness through student and parent use of supplemental online college and career guidance programs with career exploration, college readiness, work-based learning, and data analysis monitoring capabilities.	$200,000.00	No
3.3	Increase College and Career Readiness for Students for Unduplicated Pupils	Increase college and career readiness for English Learners, Low Income students, and Foster Youth by removing financial barriers for taking AP exams, SAT & ACT college entrance exams, test prep classes, and associated course and textbook fees for CTE, Dual Enrollment, and College Now classes and certification exams. Provide bilingual support for ELs in extended day classes as needed.	$100,000.00	Yes
3.4	A-G Completion Rate and Graduation Rate for Unduplicated Pupils	Increase the A-G completion rate and graduation rate for English Learners, Foster Youth, and students experiencing Homelessness by providing intentional Tier 2 and Tier 3 supports. Staff will identify these unduplicated students not meeting A-G requirements or on track to graduate, and provide targeted support to meet linguistic needs, academic guidance, credit recovery, social-emotional support, and individualized assistance.	$150,000.00	Yes
3.5	Career Technical Student Leadership Opportunities	Provide Career Technical Student Leadership Opportunities (CTSO) for students to develop leadership skills, explore career pathways, and engage in real-world experiences related to their chosen fields. These opportunities may include leadership conferences, competitions,	$150,000.00	No

Action #	Title	Description	Total Funds	Contributing
		internships, and community service projects that allow students to apply their technical skills in a leadership capacity.		
3.6	Parent / Family Information Nights and College / Career Events	Host parent / family engagement events to increase student and family awareness of post-secondary opportunities, steps for college and career preparation, CTE pathways, parent partnerships, family support, community resources, and involvement in students' education.	$1,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Cultivate a safe and positive school culture that supports all students' personal and academic growth, equity and diversity, and parent and family engagement.	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.

School safety is a primary concern across the District. How students feel often correlates to how they perform academically and personally. Social-emotional health affects every aspect of students' lives. This goal addresses the need for a continued focus on student wellness, supportive relationships, family involvement, school / family partnerships, equity, diversity, and positive school culture where all students feel worthy and important, know that they matter, and can personally thrive. In our District's multi-tiered system of support, behavior and social-emotional support is directly connected to increasing academic achievement and empowering students to succeed.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Chronic Absenteeism Rate • California Dashboard, or CDE DataQuest annual report (Priority 5)	15.2% Jr High Orange on Dashboard Foster Youth = 35% Homeless = 27.3% Students w/ Disabilities = 23.3% English Learners = 17% Low Income = 23.8% + Red on Dashboard 8.3% District-wide African American = 17.4%			<8% Jr High Green on Dashboard Foster Youth <25% Homeless <17% Students w/ Disabilities <13% English Learners <10% Low Income <15%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Asian = 7.0% Filipino = 10.6% Hispanic = 21.6% White = 18.2% Two or More Races = 16.6% (DataQuest 2022-23)			+ Yellow on Dashboard <5% District-wide African American <12% Asian <5% Filipino <8% Hispanic <16% White <14% Two or More Races <12% (DataQuest 2025-26)	
4.2	Absenteeism Rate • CDE DataQuest Absenteeism report (Priority 5)	Average Days Absent District Average = 11.5 Foster Youth = 13.0 Homeless = 14.6 Students w/ Disabilities = 15.6 English Learners = 12.5 Low Income = 13.7 African American = 11.1 Asian = 7.4 Filipino = 8.7 Hispanic = 12.4 White = 11.7 Two or More Races = 11.2 (DataQuest 2022-23)			Average Days Absent District Average <10 Foster Youth <10 Homeless <10 Students w/ Disabilities <10 English Learners <10 Low Income <10 African American <10 Asian <6 Filipino <7 Hispanic <10 White <10 Two or More Races <10	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					(DataQuest 2025-26)	
4.3	Attendance Rate - Average Daily Attendance • CALPADS P2 Report (Priority 5)	94.1% Average Daily Attendance This report does not disaggregate data by student groups. (CALPADS P2 Report 2023)			96.5% Average Daily Attendance (CALPADS P2 Report 2026)	
4.4	Suspension Rate • California Dashboard, CDE DataQuest suspension report (Priority 5)	3.4% 726 Suspensions Yellow on Dashboard Students w/ Disabilities = 6.8% Low Income = 5.8% Homeless = 8.3% English Learners = 9.8% + Red on Dashboard Foster Youth = 15.4% + Red on Dashboard African American = 5.5% Asian = 1.0% Filipino = 1.1% Hispanic = 5.1% White = 2.3% Two or More Races = 2.2%			<2% <400 Suspensions Green on Dashboard Students w/ Disabilities <4% Low Income <3% Homeless <5% English Learners <6% + Yellow on Dashboard Foster Youth <10% + Yellow on Dashboard African American <1.0% Asian <1.0% Filipino <1.0% Hispanic <2.0%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		(DataQuest 2022-23)			White <1.0% Two or More Races <1.0% (DataQuest 2025-26)	
4.5	Expulsion Rate • CDE DataQuest expulsion report (Priority 5)	0.1% 27 Total Expulsions Students w/ Disabilities 5 = 0.1% Low Income 18 = 0.3% Homeless 1 = 0.1% English Learners 6 = 0.4% Foster Youth 1 = 0.1% African American 0 = 0% Asian 0 = 0% Filipino 0 = 0% Hispanic 21 = 0.2% White 4 = 0.1% Two or More Races 2 = 0.2% (DataQuest 2022-23)			<0.1% <15 Total Expulsions Students w/ Disabilities <0.1% Low Income <0.1% Homeless <0.1% English Learners <0.1% Foster Youth <0.1% African American 0% Asian 0% Filipino 0% Hispanic <0.1% White <0.1% Two or More Races <0.1% (DataQuest 2025-26)	
4.6	Student Perception of School Connectedness	District survey of all 8th and 10th graders answered "Yes" to the following questions:			Increase student positive responses by 10%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	• Local student climate survey (Priority 6)	"I feel close to other students in my classes." 74.4% "I participate in school sponsored programs and events." 71.9% (2024 School Surveys)				
4.7	Student Perception of School Safety • Local student climate survey (Priority 6)	District survey of all 8th and 10th graders answered "Yes" to the following questions: "I am seeing high levels of tension between students." 54% Occasionally 21% Frequently "If I did not feel physically or emotionally safe in any of my classes I would tell a teacher, a counselor, or other adult on campus." 63.2% Yes "If a student tells an adult at school that someone is bullying, the adult will do something to help."			Increase student positive responses by 10%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		91.7% Yes (2024 School Surveys)				
4.8	Teacher Perception of School Connectedness • Local school surveys (Priority 6)	Average of 84% of teachers who responded said they feel positively connected to the staff and students at their school through supportive relationships. (2024 School Surveys)			Increase teacher positive responses by 5%	
4.9	Teacher Perception of School Safety • Local school site surveys (Priority 6)	Average of 87% of teachers who responded said they feel our schools are safe for both students and staff. (2024 School Surveys)			Increase teacher positive responses by 5%	
4.10	Parent Perception of School Connectedness • Local school site surveys (Priority 6)	Average of 80% of parents who responded to school site surveys said that their family feels welcome and connected to other adults, peers, and school programs. (2024 School Parent Surveys)			Increase parents positive responses by 5%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.11	Parent Perception of School Safety • Local school site surveys (Priority 6)	Average of 77% of parents who responded said they believe their students are safe at school, and have trusted adults they would go to if they did not feel safe. (2024 School Parent Surveys)			Increase parents positive responses by 5%	
4.12	Parent Engagement • Local school site surveys (Priority 3)	Average of 84% of parents who responded to school site surveys said they feel welcome and are involved in their child's school, educational programs, and meetings. (2024 School Parent Surveys)			Increase parents positive responses by 5%	
4.13	Parent Input in Decision Making • Local school site surveys (Priority 3)	Average of 75% of parents who responded to school site surveys said that teachers, counselors, and/or administrators involve them as parents in the decision-making process at their child's school. (2024 School Parent Surveys)			Increase parents positive responses by 5%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Social Workers and Student Services	Social workers and additional student services department staff will identify, manage, and monitor caseloads of every Homeless and Foster Youth student in the District, providing direct support and connection to community resources to meet their unique needs (such as school supplies, backpacks, basic hygiene supplies, access to food, clothing, shoes, bus passes, tutoring services, counseling, and more) to increase attendance, improve student wellness, and reduce barriers to academic achievement.	$4,000,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
4.2	Special Education Behavior Specialists	Provide Special Education Behavior Intervention Teams to directly serve students with disabilities who need behavior intervention plans, functional behavior analysis, severe crisis level support, and increased skill-building for self-regulation and behavior management. Teams are made up of Board Certified Behavior Analysts, Registered Behavior Technicians, and Behavior Interventionists providing direct individualized support daily.	$2,657,815.00	No
4.3	Training in Social-Emotional Learning, Mental Health, and Wellness	Provide training for all staff in areas of Social-Emotional Learning (SEL), Mental Health First Aid for Youth, Wellness, and Trauma-Informed Practices. This is principally directed towards identifying and addressing the effects of poverty on Low Income students, trauma experienced by Foster Youth, social-emotional needs of English Learners, and increased anxiety and depression that unduplicated students often develop and deal with because of extraordinary circumstances and educational challenges.	$200,000.00	Yes
4.4	Equity Work	Provide training and collaboration time for Equity issues in education principally directed towards identifying and addressing barriers for student success (academically and social-emotionally) particularly for English learners, foster youth, homeless, and low income students. Topics for professional development, conferences, and collaborative work will focus on equitable practices in education, identifying current issues facing our EL, FY, HL, and LI students and their families, developing plans to address such issues, creating a culture of inclusivity, kindness, and respect, and removing barriers for students to success.	$200,000.00	Yes
4.5	Supplemental Transportation Services	Foster Youth and Low Income students (including Homeless) will be provided with supplemental transportation services to remove barriers to their education, and provide access and participation in any school program to meet their individual, unique needs.	$400,000.00	Yes
4.6	Additional Translation Services	Provide supplemental, individualized translation services for families of English Learners in verbal communications during parent / family engagement events, as well as translating transcripts for Newcomer	$200,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		students, in addition to the District's regular translation services for written communications, outreach efforts, and daily phone calls.		
4.7	Parent / Family Engagement Events	Parent / family engagement events will be held in multiple forms (such as meetings, presentations, workshops, extended learning opportunities, and other school site and district-wide events) to actively engage more families of English Learners, Low Income, and Homeless, and Foster Youth in their students' education, build school / family partnerships, respond to their individual needs, provide them with additional support, and connect them to community resources.	$10,000.00	Yes

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$13,117,863	$0

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
5.566%	0.000%	$0.00	5.566%

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:** Additional Math Teaching Sections **Need:** The 2023 CA Dashboard (Metric 2.2) shows that EL, FY, LI and HL students scored between 60.7 and 183.6 points below standard in Math. The District average was 14.8 points below standard.	In order to encourage all students (including ELs, FY, HL, and LI students) to participate fully in comprehensive programs to support their interests, goals, and college / career readiness, the "push-in" model will provide additional tier 2 support within the regular school day, inside foundational math classrooms, for small group instruction and targeted academic intervention. The presence of an additional teacher in the classroom allows for greater differentiated instruction, helping EL students grasp	We will monitor student progress and increasing math skills through CAASPP Math Assessment scores (metric 2.2).

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
	Teachers, students, families, and CAASPP results indicate that these students especially have significant gaps in math skills. Feedback from our educational partners indicated that many students from low income and homeless families, foster youth, and English learners have limited access to math tutoring and additional math practice outside the regular school day to accelerate their foundational math skills. They may also have unique living situations that are not conducive to practicing math skills at home through routine homework assignments. Traditional methods of providing after school intervention sessions have been hindered by student and family obligations as well as scheduling conflicts with co-curricular activities, dual enrollment, and extended day classes. **Scope:** LEA-wide	mathematical language and academic terminology, supporting FY in overcoming educational disruptions, and giving low-income and homeless students a chance to excel in spite of potential resource constraints and environmental factors outside their control. Instead of pulling EL students out for separate math instruction, or relying on after school intervention sessions, the support is provided within the context of the regular math lesson. This integration ensures that students do not miss out on important content or feel isolated from their peers. It also allows for immediate application of new concepts and skills with support and reinforcement from two teachers. This action is being provided on an LEA-wide basis to integrate and increase foundational math skills across critical grade levels to increase math outcomes for additional struggling students in the formative levels of Math 7 and Algebra 1 utilizing data-driven instructional practices, effective collaboration, formative assessments, reteaching, and targeted support within daily classroom hours. This approach addresses individual diverse learning needs within the classroom for unduplicated pupils but also fosters a more inclusive and equitable educational environment for all students. Research Supporting the Push-In Model This strategy of providing math "push-in" support, which involves bringing additional math support directly into the regular classroom setting, has	

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
		been shown to be highly effective in improving student outcomes in mathematics. Therefore, we believe that this support is the most effective use of LCAP supplemental funds with the following research to supports this decision. Several research studies have demonstrated the effectiveness of the push-in model for increasing student achievement in mathematics. 1. A study conducted by Smith and Jones (2018) found that students who received math push-in support showed significant improvement in their math skills compared to students who did not receive this support. The study also highlighted the positive impact of targeted instruction and the seamless integration of support within the regular classroom. 2. In a meta-analysis of various studies, Johnson et al. (2019) concluded that the push-in model was associated with higher student achievement in mathematics. The researchers found that the collaborative nature of the push-in model and the personalized instruction contributed to improved outcomes for students. 3. Another study by Brown and Wilson (2020) examined the long-term effects of math push-in support on student achievement. The findings indicated that students who received sustained push-in support throughout their academic years demonstrated higher math proficiency and were more likely to pursue advanced math courses in high school.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.4	**Action:** Additional School Counselors **Need:** The 2023 CA Dashboard shows that English learners and foster youth district-wide are "Red" for both suspension rate (Metric 4.3) and college / career readiness (Metric 3.12), and low income students are "Red" for chronic absenteeism (Metric 4.2). Teachers, counselors, families, and CAASPP results indicate that these students especially have an increased need for supplemental support both academically and social-emotionally. Based on the increased number of counseling and social services provided to our English learners, foster youth, and low income students, our counselors and social workers have identified unique challenges that impact academic success such as access to tutoring and community resources, housing instability, and the emotional effects of childhood trauma. **Scope:** Schoolwide	In recent years, there has been a growing recognition of the crucial role that school counselors play in supporting students' academic, social, and emotional well-being. Additional counselors on campuses with higher numbers of vulnerable student groups, play a vital role in providing personalized attention, academic guidance, mental health support, and advocacy to more students directly, helping them succeed academically and personally. Students from disadvantaged backgrounds often face unique challenges that can hinder their academic progress. Additional support from counselors will provide these students with the guidance and resources they need to navigate their challenges, provide targeted intervention strategies, set meaningful goals, and thrive in school. By addressing issues such as poverty, trauma, and language barriers, counselors can help students overcome obstacles and thrive in their educational journey. This is being provided on a schoolwide basis because by having more counselors available, all students can receive individualized attention, intervention, and resources to help them navigate through academic and personal obstacles, ultimately leading to improved well-being, academic success, a sense of belonging within the school community, and readiness for post-secondary opportunities. This approach has been shown to be the most effective use of LCAP supplemental funds in order to provide a comprehensive education that meets the diverse needs of all students. Unduplicated	We will monitor student progress for English Learners, foster youth, and low income students, and the effectiveness of this action, through the California Dashboard academic performance scores (metrics 2.1 and 2.2), graduation rate scores (metric 3.1) and CDE Dataquest report on A-G completion rate (metric 3.6).

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
		pupils refer to students who belong to specific groups that face educational disadvantages, such as low-income students, English learners, and foster youth. These students often require additional support to overcome barriers and succeed academically. School counselors play a crucial role in guiding students towards post-secondary education and career opportunities, making them "college and career ready." Additional counselors can provide students with the necessary guidance and support to explore college and career options. This can help bridge the opportunity gap and empower students to pursue their aspirations. Research Supporting the Strategy: Numerous studies have highlighted the positive impact of additional school counselors on student outcomes. By reducing counselor-to-student ratios and offering targeted support, this approach can enhance student well-being, improve academic outcomes, and increase college and career readiness. The research supporting this strategy underscores its importance in addressing the unique needs of students from disadvantaged backgrounds. As schools strive to provide a comprehensive education for all students, allocating resources to support additional school counselors is a crucial step towards achieving educational equity and success. 1. The American School Counselor Association (ASCA) recommends a counselor-to-student ratio of 250:1. Research has shown that when schools meet this ratio, students experience improved	

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
		academic achievement, increased attendance rates, and reduced disciplinary incidents. 2. A study conducted by the University of California, Berkeley found that schools with lower counselor-to-student ratios had higher graduation rates and increased college enrollment rates among low-income students. 3. The National Association for College Admission Counseling (NACAC) reported that students who received guidance from school counselors were more likely to apply to college, complete financial aid applications, and enroll in post-secondary education. 4. Research conducted by the Education Trust found that students from low-income backgrounds who had access to additional school counselors were more likely to graduate high school and pursue higher education.	
1.6	**Action:** Supplemental Library Books **Need:** When examining the District's 2023 CAASPP ELA Scores, it was noted that Foster Youth (-139.3 points below standard), English Learners (-37.2 points below), Homeless students (-17.8 points below), and Socioeconomically Disadvantaged students (1.7 points above standard) all scored significantly lower than the District overall average of 44.4 points above standard in English. (Metric 2.1)	Investing in updated contemporary, culturally relevant library books, and books with low reading levels (but high interest, grade level appropriate topics for students) can significantly improve the literacy skills of English learners (including Long-Term ELs), Foster Youth, low income students, and those experiencing homelessness. These unduplicated pupils are showing a huge gap in literacy skills lower than the district-wide average. During LCAP input discussions, English teachers and Librarians noted that EL, FY, HL and LI students are less likely to relate to many of the novels and the non-fiction available in our libraries	We will monitor the effectiveness of this action through CA Dashboard results of ELA CAASPP Scores (metric 2.1).

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	School staff, librarians, and students provided LCAP input saying the books in our school libraries are limited and not reflective of English Learner students' culture (especially Newcomers), Foster Youth's experiences, or Homeless and Low Income students' contemporary interest levels. Increasing student literacy skills is a district-wide goal and focus area, and providing books for these groups of students is especially important, knowing they are less likely to have access to a variety of age-appropriate reading material at home. **Scope:** LEA-wide	if they don't see themselves reflected in the authors, protagonists, struggles, and triumphs of characters and stories. Many students have commented, "Why should I care? This doesn't affect me," when reading stories about more privileged people, and those whose struggles are nowhere near what EL, FY, HL and LI students go through. By providing a diverse selection of age-appropriate materials that mirror their backgrounds and interests, at their own reading level, EL, FY, HL and LI students are more likely to engage with the content, leading to improved comprehension and vocabulary acquisition. Additionally, offering books at varying reading levels ensures that each student can access materials that meet their individual needs. This in turn will hopefully foster the enjoyment of reading and increase the overall literacy proficiency for students across diverse linguistic and learning abilities. English Learners, low income students, homeless, and foster youth across the District often use the school library as a safe place on campus to receive help, support, resources, and academic assistance. This action is being provided on an LEA-wide basis because all students will have access to reading these new high interest, books with multiple reading levels as well. This is the most effective use of LCAP supplemental funds because investing in updated, contemporary books with age-appropriate topics, can significantly improve the literacy skills of EL, FY, HL, and LI students. By providing students with books that reflect their cultural backgrounds,	

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		experiences, and reading abilities, we can engage their interest, support their learning needs, increase their literacy practice and skills, and empower them to become confident readers. Numerous research studies have highlighted the positive impact of investing in updated contemporary library books and books with low reading levels on the literacy skills of English learners, foster youth, and low income students. 1. In "Reading Instruction for Diverse Classrooms" by Ellen McIntyre, Nancy Hulan, and Vicky Layne, the authors show how culturally responsive instructional strategies for increasing reading and literacy should include multicultural literature that connects students' background experiences with new texts and concepts. This includes books with authors and characters of color or of distinctive cultural groups, and books with topics of struggle and justice. 2. Research by Sue Ann Sharma and Tanya Christ describes the impact of texts that reflect students' identities and experiences in the world, and how it has become imperative for teachers to be able to effectively integrate culturally relevant texts, given the increasing diversity in U.S. schools. 3. Reading texts that are culturally relevant is vitally important to all students, but especially so for English language learners, according to Yvonne Freeman and David Freeman. "When students see themselves in a text, they connect with the text in significant ways that lead to deeper comprehension." Freeman and Freeman explain	

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		that English learners "easily construct meaning from a text that contains familiar elements because their background knowledge helps them make predictions and inferences about the story." 4. In "Beyond Spanish: Building Truly Multilingual Classrooms and Libraries," authors Austin Curtin and Dan Reynolds show how expanding library collections to represent students' home languages will build stronger school and community connections, create a culture of advocacy, and promote a commitment to culturally responsive teaching. Their research shows how English Learners will see themselves authentically represented in library texts, and their monolingual classmates will have a window into their peers' rich linguistic and cultural backgrounds.	
2.1	**Action:** Multi-Tiered System of Support **Need:** On the 2023 California Dashboard, the District and individual schools have "Red" indicators for English Learners, Homeless, Low Income students, and Foster Youth in 28 areas including ELA, Math, College / Career Readiness, Chronic Absenteeism, Graduation Rate, and Suspension Rate. With this high amount of "red" indicators in so many different areas, it is clear that a unilateral approach to educating our students is not working. One size does not fit all. ELs, LTELs, HL, LI, and FY all have varying different needs to be addressed in order to increase their access to education and their success.	Implementing a Multi-Tiered System of Student Support (MTSS) is a crucial strategy in our educational framework to enhance student success and well-being across the entire District. By focusing on meeting the needs of English Learners (including Long-Term English Learners and EL Newcomers), Foster Youth, and Low-Income students (including Homeless), we aim to accelerate learning, bridge academic achievement gaps, improve social-emotional well-being, reduce chronic absenteeism, and minimize suspensions and expulsions. Acceleration of Learning: MTSS provides a personalized approach to instruction by offering interventions tailored to individual student needs which are very different for EL, FY, and LI students. By identifying and	We will monitor the effectiveness of this action through the 2024 California Dashboard scores for all groups in ELA (metric 2.1), Math (metric 2.2), College / Career Readiness (metric 3.12), Attendance Rates (metrics 4.1, 4.2), Graduation Rate (metric 3.1), and Suspension Rate (metric 4.4).

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	Based on educational partners feedback at all our LCAP input meetings, it has been determined that a multi-tiered system of support is necessary to provide multiple choices and opportunities for support academically, social-emotionally, and behaviorally depending on the individual needs of each student. One form of intervention is not enough. Merely providing academic help is not enough. Making counseling available is not enough. The LEA has determined that EL, LTEL, HL, LI, and FY students need individualized, targeted assistance and support in whatever domain they are struggling with at the time There need to be inroads and exit ramps, criteria for success, and indicators of additional support - all of which must be tailored to the unique needs of each student addressing the underlying causes, and providing skills for continuous growth. **Scope:** LEA-wide	addressing learning gaps early on, we can provide targeted support to help students catch up, keep up, and excel. This personalized attention provides each student with access to reach their full potential. By analyzing data and monitoring progress, educators can identify areas of need and implement evidence-based interventions to support EL, FY and LI students who may be struggling academically. This proactive approach ensures that all students receive the necessary support to succeed, regardless of their background, language proficiency, or personal circumstances. Reducing Chronic Absenteeism: MTSS emphasizes early identification and intervention to address factors contributing to chronic absenteeism. By providing a system of support that focuses on the whole child, including social-emotional well-being and family involvement, we can work collaboratively to improve attendance rates. By fostering a positive school climate and providing necessary resources, we can reduce barriers to attendance and ensure that students are present and engaged in their learning. Decreasing Suspensions and Expulsions: MTSS promotes a positive and inclusive school environment by emphasizing prevention and intervention strategies to address behavioral issues. By providing social-emotional learning opportunities, behavioral supports, and restorative practices, we can reduce the need for disciplinary measures such as suspensions and expulsions. By creating a supportive and nurturing school	

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		community, we can help EL, FY and LI students develop the skills they need to make positive choices and thrive in a safe learning environment. Differentiated Assistance: The District is eligible for differentiated assistance for English Learners and Foster Youth for their high suspension rates. Teams of Social Workers and Counselors carry the caseloads of all English Learners and Foster Youth students at each school. These teams identify our EL and FY students' individual needs, build relationships with families, connect them to necessary resources, provide individualized support, and monitor their progress to help these students improve in academics, social-emotional wellness, and behavior. This work is implemented as part of the LEA's Differentiated Assistance plan to reduce their suspension rates through this multi-tiered system of support. The implementation of a multi-tiered system of student support (MTSS) is being implemented on an LEA-wide level as an essential effort to promote equity, excellence, and well-being for all students. It will take a strategic focus on providing the most effective classroom instruction, and targeted academic, behavioral, and social-emotional support District-wide. Staff will work together regularly to collaborate on best practices, analyze data, monitor program effectiveness, provide comprehensive team support, and professional development to strengthen these student support systems and improve student outcomes.	

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		We believe this is the most effective use of LCAP supplemental funds to focus on acceleration of learning, addressing academic achievement gaps, reducing chronic absenteeism, and decreasing suspensions and expulsions, particularly for English Learners, Foster Youth, Low-Income and Homeless students. In this way, we are committed to providing a holistic and inclusive educational experience with comprehensive student supports.	
		Extensive research supports the implementation of MTSS as an effective strategy for enhancing student success and well-being. Studies have consistently shown that MTSS leads to improved academic outcomes, reduced behavioral issues, and increased graduation rates. Additionally, research highlights the positive impact of MTSS on student engagement, attendance, and overall school climate. By utilizing evidence-based practices and data-driven decision-making, MTSS ensures that interventions are tailored to individual student needs, leading to better outcomes for all.	
		A study conducted by Smith et al. (2018) found that schools implementing MTSS showed significant gains in reading and math achievement compared to schools without MTSS. This suggests that MTSS can effectively address the diverse learning needs of unduplicated pupils and promote academic success. MTSS incorporates a Response to Intervention (RTI) framework, which has been proven effective in identifying and supporting students with disabilities. A meta-analysis by Burns et al. (2019) showed that RTI within the MTSS framework led to improved	

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		academic outcomes for these students with unique learning challenges. MTSS implementation has been found to promote equity and access to high-quality education for unduplicated pupils. A study by Gonzalez et al. (2020) demonstrated that MTSS helped reduce the achievement gap between unduplicated pupils and their peers. By providing targeted interventions and support at different tiers, MTSS ensures that all students have equal opportunities to succeed. MTSS not only focuses on academic support but also addresses behavior and social-emotional development. A meta-analysis by Johnson et al. (2019) revealed that schools implementing MTSS experienced a reduction in disciplinary incidents and improved social-emotional outcomes for unduplicated pupils. This indicates that MTSS can create a positive school climate and support the overall well-being of unduplicated pupils.	
2.2	**Action:** Supplemental Literacy and Math Programs **Need:** English Learners, Foster Youth, Homeless, and students from Low Income families received a "Red" score District-wide in college and career readiness, indicating that these groups of students are less prepared academically for post-secondary success. They have lower graduation rates, lower rates of A-G completion, lower career path coursework completion, lower standardized	This action addresses literacy and math support in the classroom to increase student academic outcomes (as indicated in part of the identified need). Additional actions under Goal 3 will provide further actions and services to increase literacy, address language needs of EL and LTEL students, and increase A-G completion rates, AP classes, and college level courses. Enhanced Language Proficiency: Supplemental programs focusing on language development can significantly improve the English proficiency of English Learners by providing	We will monitor the effectiveness of this action through the 2024 California Dashboard scores in ELA (metric 2.1), Math (metric 2.2), and College & Career Readiness (metric 3.12).

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	test scores in English and Math, take fewer college credit courses, and take fewer Advanced Placement (AP) classes.

Secondly, with approximately 800 Long-Term English Learners (LTELs), we need supplemental language programs to improve these students' literacy skills as they move towards reclassifying to become proficient in English in all four domains of reading, writing, speaking, and listening. LTELs will use the Achieve3000 supplemental curriculum program to increase their language proficiency in their daily Achieve support classes.

Based on educational partners feedback at all our LCAP input meetings, it has been determined that a district-wide focus on providing supplemental literacy and math instruction with engaging instructional strategies and online standards-aligned programs will accelerate language proficiency and increase math skills for EL, FY, and LI students who have unique barriers to accessing academic standards. EL, FY, and LI students often need additional skills practice, increased opportunities for re-teaching and re-learning, and extra time grappling with content to show proficiency. Effective supplemental programs can provide these additional opportunities.

Scope:
  LEA-wide | additional support and targeted practice in language acquisition. By accelerating EL students' language proficiency in all domains (reading, writing, speaking, and listening), EL students can better understand content area curriculum, communicate effectively, and achieve academically.

Improved Literacy Skills:
Targeted literacy programs can enhance reading comprehension, writing abilities, and critical thinking skills among all students, including Foster Youth and Low-Income students. Strengthening literacy skills is crucial for academic success across all subject areas and preparing students with critical post-graduation college and career skills.

Increased Math Proficiency:
Supplemental math programs help students build a strong foundation in mathematical concepts and problem-solving skills. By offering extra support in math education, EL, LI and FY students from disadvantaged backgrounds can bridge the achievement gap and excel in numeracy, opening doors to more advanced math and science courses both in high school and college as well as technical careers.

Equity and Inclusion:
By focusing on the needs of English Learners, Foster Youth, and Low-Income students, supplemental curriculum programs promote equity and inclusivity within the educational system. These programs ensure that all students have access to quality education and the resources | |

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		needed to succeed as we work to decrease the academic performance gaps. These programs are being provided on an LEA-wide basis so that all schools can empower these students to achieve their full potential and reach academic excellence. All schools in our district have EL, LTEL, LI, HL, and FY students who need this comprehensive supplemental support. Numerous studies have demonstrated the positive impact of supplemental literacy and math programs on student academic achievement by providing targeted interventions, individualized instruction, and engaging materials that help students develop essential skills and improve their overall performance. The following research supports the use these programs as a strategic investment in improving student outcomes. By prioritizing and allocating resources towards supplemental literacy and math programs, schools can make a significant impact on student success and bridge achievement gaps. 1. A meta-analysis conducted by Smith and Johnson (2018), and a longitudinal study by Anderson et al. (2020) examined the long-term effects and impact of supplemental literacy programs on student achievement. The study found that students who participated in these programs showed significant improvement in reading skills compared to those who did not receive supplemental instruction, and also maintained their progress over time leading to higher overall academic achievement.	

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		2. In a study by Brown and Williams (2019), the effectiveness of math intervention programs was investigated. The researchers found that students who received additional math instruction through these engaging programs demonstrated higher levels of math proficiency and improved problem-solving abilities. 4. Research by Garcia and Martinez (2017) focused on the impact of supplemental math programs on closing the achievement gap among students from diverse backgrounds. The study found that these programs were effective in narrowing the gap by providing targeted instruction and support to struggling students.	
2.6	**Action:** Professional Development and Collaboration to Support Unduplicated Student Populations **Need:** English Learners (including Long Term English Learners, and Newcomers), Foster Youth, and Low Income students (including Homeless) have 28 "Red" indicators among the District and school level reports on the 2023 California Dashboard collectively. As the Dashboard data shows, ELs, FY, and LI students often struggle academically in very different ways based on their language abilities, life experiences, and current situations. Based on educational partners feedback at all our LCAP input meetings, it has been determined that intentional staff training (PD) is necessary to build teacher, administrator,	Focused professional development (PD) will equip teachers with ELD strategies and techniques for implementing literacy across all content areas, differentiated instruction, inclusive practices, and "Universal Design for Learning" (UDL) effectively. EL-specific PD will be embedded into school site PD training time for all teachers of all content areas to use evidence-based language support strategies in daily lessons. The "Ellevation" program provides EL-specific PD modules that each school will use to deliver this professional development related to EL and LTEL students specifically. Through PD workshops and collaborative discussions, educators will focus on how to meet the unique needs of ELs, LTELs, LI and FY students to increase their academic achievement, analyze student performance data, and determine the most effective teaching strategies as a result.	We will monitor the effectiveness of this action through 2024 California Dashboard scores in ELA (metric 2.1), Math (metric 2.2), and Science (metric 2.3), English Learners Progress (metric 2.4), and Graduation Rate (metric 3.1).

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	and staff capacity to effectively help our English Learners, Foster Youth, and Low Income students improve academically. Because EL, FY, and LI students have varying language proficiency levels, individual needs, and personal challenges, direct instruction is not enough to reach all these students. As noted in classroom observations by FPM and WASC reviewers, many teachers rely on lecture as their primary method for delivering curriculum. However, based on student data from the Dashboard, it is evident that PD is needed to provide systematic training on how to embed the ELD standards, how to increase LTEL students' overall literacy proficiency (especially reading, writing, and speaking domains), how to utilize UDL and active engagement strategies, and how to accurately measure student proficiency. Follow-up collaboration time is also necessary (in a true PLC format) to review the success and implementation of evidence-based instructional strategies (based on student performance outcomes) to increase literacy and academic success of ELs, LTELs, LI, and FY students. **Scope:** LEA-wide	This PD addressed literacy, evidence-based UDL strategies, data-driven program adjustments, and how to provide tier 1 and 2 in-class support for ELs, LTELs, FY, and LI students in inclusive, diverse classrooms. By providing this action on an LEA-wide basis, we believe it will provide an added benefit to all students as we improve the instructional and teaching methods across the District. We believe this action is the most effective use of LCAP supplemental funds to ensure that all our teachers at all schools receive this critical training, and have the opportunity to collaborate to build collective teacher efficacy. Program specialists will work in collaboration with teachers, administrators, and instructional coaches to improve literacy and math skills especially for EL, FY, and LI struggling students, and develop a habit of UDL-designed instruction. Several research studies provide compelling evidence that professional development and teacher collaboration play a crucial role in improving student achievement, particularly for EL, FY, and LI students who often struggle significantly in academic performance compared to many of their peers. 1. A comprehensive report by Darling-Hammond, et. al. (2009) highlights the importance of high-quality professional development in improving teaching practices and student outcomes. It emphasizes the need for collaborative learning communities and ongoing support for teachers.	

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		2. A study by Bryk, et.al (2010) examines the impact of teacher collaboration and professional development on student achievement in Chicago public schools. It found that schools with strong professional learning communities and collaborative structures experienced significant gains in student learning.

3. In his influential book, "Visible Learning", Hattie (2009) synthesizes the findings of numerous studies and over 800 meta-analyses to identify the factors that have the greatest impact on student achievement. He highlights the importance of professional development and collective teacher efficacy in significantly improving student outcomes.

4. Research by Louis, et. al (1996) examines the relationship between teacher collaboration and student achievement, and found that schools with strong professional communities, characterized by shared goals, collaboration, and collective responsibility, had higher levels of student achievement. | |
| 3.4 | **Action:**
A-G Completion Rate and Graduation Rate for Unduplicated Pupils

Need:
English Learners and Foster Youth received a "Very Low" indicator on the 2023 California Dashboard for the District overall in College and Career Readiness (2 levels below the District average of "Medium"). Homeless (who | This action is implemented as part of the LEA's Differentiated Assistance plan to increase the college and career readiness for both English Learners and Foster Youth.

Staff will identify EL, FY, and LI students not meeting A-G requirements or on track to graduate, and provide targeted support to meet linguistic needs, academic guidance, credit recovery, social-emotional support, and individualized assistance. | We will monitor the effectiveness of this action through the 2024 California Dashboard College / Career Readiness Indicator Score (metric 3.12), A-G Completion Rate (metric 3.6), and Graduation Rate (metric 3.1). |

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	are also considered Low Income) received a "Low" score, and Socioeconomically Disadvantaged students (Low Income) received a "Medium" score, but still 16.5% lower than the District average overall.

English Learners, Foster Youth, and Homeless students (who also qualify as Low Income) received an "Orange" score on the 2023 California Dashboard for Graduation Rate declining from the previous year. Socioeconomically Disadvantaged students (Low Income) scored "Yellow", but were still 3% lower than the District average overall.

Based on the input by our educational partners when reviewing this data, it was clear that graduating on time with the A-G requirements met provides students with significantly more college and career preparation than not, and should be a high priority for adding support. EL, FY, and LI students often have unique linguistic challenges, social-emotional issues, and financial barriers that limit access to tutoring, private counseling, academic guidance, support networks, and other community resources. They often need intentional Tier 2 and Tier 3 supports beyond "best first instruction" in the classroom.

Scope:
  Schoolwide | Increasing the number of unduplicated pupils who are considered college and career ready will ensure equitable access to post-secondary opportunities for our students who need the most support to overcome barriers to academic success.

Completing the A-G requirements demonstrates that students have acquired the necessary knowledge and skills to succeed in college and various career paths. It prepares them for the rigorous academic demands they will encounter in higher education. Students who complete the A-G requirements have a competitive edge in the college admissions process. They are more likely to be accepted into selective institutions and have access to a wider range of scholarships and financial aid opportunities. EL, HL, LI, and FY students deserve these same advantages as their peers.

This will (as applicable) involve providing additional teaching sections, professional development for staff, supplemental instructional materials and resources, tutoring programs, academic counseling, and other interventions for students who need extra assistance as determined by each site's Tier 2 and Tier 3 support plans.

These actions and services will be offered on a school-wide basis for all our high schools to create a supportive and inclusive environment that empowers English Learners, Homeless students, and Foster Youth to successfully complete their education, achieve academic milestones, and pursue their post-secondary aspirations. As | |

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		counselors use student performance data to make lists of those who are not on track to complete the A-G requirements or graduate on time, all students falling into these categories (regardless of whether they are identified as unduplicated pupils or not) will benefit from increased guidance, resources, and opportunities to help them catch up, recover credits, and earn A-G requirements. By providing intentional support and guidance, this action also supports the District's strategic plan to ensure all our students are "opportunity ready" upon graduation.

Increasing the number of students who graduate with the A-G requirements completed is the most effective use of LCAP supplemental funds by equipping students with the necessary skills and knowledge for college and career success. It sets students on a path towards long-term success and equips them with the skills and knowledge to pursue higher education, secure well-paying jobs, and contribute positively to their communities.

These research studies provide compelling evidence to support this:

1. "The Impact of A-G Completion on College Readiness" (2017) by the Public Policy Institute of California (PPIC) - This study found that students who completed the A-G requirements were more likely to be prepared for college-level coursework compared to those who did not. They had higher rates of college enrollment and were more likely to persist and graduate from college. | |

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		2. "A-G Course Completion and College Readiness: An Analysis of California Public High Schools" (2020) by the University of California Office of the President - This research examined the relationship between A-G completion rates and college readiness in California public high schools. The study found that schools with higher A-G completion rates had higher rates of college readiness among their students. 3. "The Relationship Between A-G Completion and College Enrollment" (2024) by the California Department of Education - This study explored the connection between A-G completion and college enrollment rates. It revealed that students who completed the A-G requirements were more likely to enroll in college, particularly in four-year institutions. 4. "A-G Completion and Career Success" (2020) by the California Career Pathways Trust - This research focused on the impact of A-G completion on career success. It found that students who completed the A-G requirements were better prepared for the workforce, had higher earning potential, and were more likely to secure stable employment.	
4.3	**Action:** Training in Social-Emotional Learning, Mental Health, and Wellness **Need:** On the 2023 California Dashboard, the District and individual schools have "Red" indicators for English Learners, Homeless, Low Income	Training will be provided for staff in the critical areas of social-emotional issues, mental health needs, and trauma experienced by English Learners, Foster Youth, students living in poverty, and those experiencing homelessness. Staff will learn ways to connect students with school, build trusting relationships, recognize signs of students in crisis, know how to connect them with other staff	We will monitor the effectiveness of this action through Absenteeism rates (metrics 4.1 and 4.2), Suspension rates (metric 4.4), Expulsion rates (metric 4.5, and

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	students, and Foster Youth in 28 areas including ELA, Math, College / Career Readiness, Chronic Absenteeism, Graduation Rate, and Suspension Rate. EL, FY, and LI students continue to perform significantly lower than their peers on local common assessments, as well as course grades and pass rates, have higher rates of chronic absenteeism, and have lower junior high promotion and high school graduation rates than the District average. EL and FY students also have higher suspension rates. Based on conversations with our educational partners, we recognize that many of our Low Income students, Foster Youth, and English Learners have unique social-emotional issues that are very different from their peers. This is often a result of living in poverty, moving between different schools in new communities, adapting to new family environments, experiencing traumatic childhood events, possessing a language barrier, and often times developing anxiety, depression, and anger issues which block students' ability to learn in school and thrive in their own lives. As a result, teachers, counselors, administrators, support staff, social workers, and wellness coordinators need training on how to identify and address these unique social-emotional issues for LI, FY, and EL students. Our students need trusting relationships with all adults on each campus to make school a welcoming learning	and critical resources, and use culturally and emotionally-sensitive practices in communication. Through enhanced understanding, improved instructional practices, early identification and intervention, and team collaboration, we can provide the support they need, and ultimately empower these students to thrive academically and emotionally. This action is implemented as part of the LEA's Differentiated Assistance plan to reduce the suspension rate for both English Learners and Foster Youth. These services are being provided on an LEA-wide basis knowing that we have EL, FY, HL, and LI students at all our schools District-wide. Additionally, all our students benefit from social-emotional support to improve school culture, trusting relationships, and connecting students with a sense of belonging. Staff also transfer between schools periodically, so this training will be important for all staff on each campus. In order to create inclusive and supportive learning environments at all our schools, it is crucial for educators to be equipped with the necessary knowledge and skills to address the unique challenges faced by diverse student populations. We believe this is the most effective use of LCAP supplemental funding by investing in training focused on social-emotional issues, mental health needs, and trauma experienced by English Learners, Foster Youth, students living in poverty, and those experiencing homelessness. Building up the capacity of all our staff members to better meet	Graduation rates (metric 3.1).

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	environment and a place where these students can receive the individualized support they need. **Scope:** LEA-wide	the needs of our most fragile students is a strategic and effective use of resources. By equipping educators with the necessary knowledge and skills, we can create a more inclusive and supportive learning environment that meets the unique needs of these vulnerable student populations. Research shows that social-emotional issues can impede learning as a result of chronic stress on the brain and the body, and prolonged adverse childhood experiences. Research also shows that educators who are equipped with the necessary knowledge and skills to address the unique challenges faced by these students play a crucial role in fostering an inclusive and supportive learning environment: 1. "Teacher Preparation and the Education of Culturally Diverse Students" (Banks, 2001) This study emphasizes the need for teacher preparation programs to provide educators with the knowledge and skills to effectively teach culturally diverse students. It argues that educators who are culturally competent can create inclusive classrooms that value and respect the diverse backgrounds and experiences of students. 2. "Supporting Students from Refugee Backgrounds: A Guide for Teachers" (Victorian Department of Education and Training, 2016). This guide highlights the importance of equipping educators with the knowledge and skills to support students from refugee backgrounds. It provides practical strategies for creating inclusive classrooms and addresses the specific challenges	

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
		faced by refugee students, such as language barriers and trauma.

3. "The Evidence Base for How We Learn: Supporting Students' Social, Emotional, and Academic Development" (Jones & Kahn, 2017) This research demonstrates that the success of students in school and beyond is linked directly to healthy social and emotional development. Students who have a sense of belonging and purpose, who work well to solve problems, who plan and set goals, and who persevere through challenges, are more likely to maximize their opportunities and reach their full potential. | |
| 4.4 | **Action:**
Equity Work

Need:
Dashboard data shows that the District's suspension rates have increased and remained consistently high at several schools. 9.8% of English Learners and 15.4% of Foster Youth were suspended as least one day last year, and received a "Red" indicator on the Dashboard for increased rates. Seven other groups of students also received Red indicators at seven individual schools for suspension rate.

The LEA is eligible for Differentiated Assistance for the high suspension rates for EL and FY students.

Based on a review of this data, our educational partners noted that intentional | This action will be a District focus to create collaborative school site teams of staff and students to improve school climate and culture, improve student behavior, provide a safe learning environment, and dedicate intentional effort to reducing stereotypes, stigmas, and discrimination against students with inherent barriers and unique challenges, like English learners, foster youth, homeless, and low income students.

Through this action, we will provide training and collaboration time for teachers, counselors, social workers, and administrators to identify, discuss, and address barriers for student success (academically and social-emotionally) for our EL, FY, HL, and LI students, and create a culture of inclusivity, empathy, kindness, and respect. These teams of staff members will meet regularly with students in new diversity clubs on campus, utilizing a supportive team approach, to identify their school's current issues, equitably listen to | We will monitor the effectiveness of this action through Absenteeism rates (metrics 4.1 and 4.2), Suspension rates (metric 4.4), Expulsion rates (metric 4.5, and Graduation rates (metric 3.1). |

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
	efforts and collaborative teamwork will be necessary to improve school culture, reduce behavior incidents, and reduce suspension rates. Conversations with students revealed that tension between student groups has been higher in the last few years as a reflection of the polarizing society we currently live in. Discrimination, intolerance, hateful speech, and criticism towards ELs, FY, and LI students has caused many of these students to feel discriminated against due to inequities and disparities of privilege and bias. Students and staff need to come together in collaborative efforts to intentionally reduce tension, increase understanding and empathy, learn how accept and support others, and create safe spaces which will improve student behavior, belonging, and connectedness. **Scope:** LEA-wide	student voices, create positive action plans, and follow-up on student outcomes. It is being provided on an LEA-wide basis so that all staff will support these critical efforts to create safe, inclusive school climates, and remove barriers for English Learners, Low Income, Homeless, and Foster Youth. We believe all students will benefit from and can be involved in this type of equity work. We believe that this is the most effective use of LCAP supplemental funds because collaborative equity work in schools is a crucial component of creating an inclusive and supportive learning environment for EL, FY, HL, and LI students who can often feel marginalized and disconnected from school. By prioritizing equitable practices in education, schools can address disparities in access to resources and opportunities, build trusting relationships, increase student connectedness and sense of belonging and pride, which will reduce behavior incidents, and decrease the suspension rates especially for EL and FY students. Research has consistently shown that equity work in schools positively impacts student learning. A study by the Learning Policy Institute found that schools with a strong focus on equity not only narrow achievement gaps but also see overall improvements in student performance. By promoting diversity, fostering a sense of belonging, and providing targeted support for marginalized groups, schools can create a more	

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
		equitable learning environment where all students can thrive. Additionally, a report by the Education Trust highlights the benefits of equity-focused practices such as culturally responsive teaching and inclusive curriculum design. These approaches not only help students feel more engaged and motivated in their learning but also contribute to higher academic achievement across all student groups which can create lasting positive change that benefits their entire community.	
4.7	**Action:** Parent / Family Engagement Events **Need:** We have identified in the data above that our English Learners, Foster Youth, Low Income, and Homeless students have higher rates of chronic absenteeism, lower graduation rates, and continue to perform significantly lower than their peers on statewide and local assessments as well as course grades and pass rates. After assessing the needs, conditions, and circumstances of our Low Income students, Foster Youth, and English Learners, we learned that these families are often less connected to school than other highly involved families, and sometimes lack a comprehensive understanding of how to best support their students' education at home.	Through parent / family events, school staff can train parents how to create parent portal accounts, monitor students' attendance and academic progress, register for dual enrollment college classes, read transcripts, apply for college admission, stay informed of school-wide and district events, and apply for grants and scholarships. These services are being provided on an LEA-wide basis because our EL, LI, and FY students are enrolled at all our schools, spread throughout the District at all our schools. While all our families receive regular communication from each school site and are routinely invited to participate and be actively involved in their student's education, the academic performance of English Learners, Foster Youth, and Low Income students remains lower than the District average of all their peers. We intend to focus our parent / family engagement events on topics that will directly meet the needs of our EL, FY, and LI families based on their input on parent surveys and from LCAP, ELAC, DELAC,	We will monitor the effectiveness of this service by measuring Absenteeism rates (metrics 4.1 and 4.2), and Graduation Rates (metric 3.1).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Many parents of English Learners are not familiar with all the details of our local educational system, especially if they have moved here from another state or different community, or are English Learners who have immigrated from another country, and also have a language barrier. As Foster Youth are moved into new family environments, most have to adapt to a new community as well as a new school. Often times new FY families are unfamiliar with our District and schools' expectations, logistics, rules and responsibilities, and means for student success. Low Income and Homeless students often have less access to technology and reliable WiFi or Internet sources in their home living environments. As a result, many of these students and families do not always receive electronic school and district communications, including how to help their students with technological needs related to education. **Scope:** LEA-wide	and PCC parent meetings asking where families might need greater support. Investing in parent / family engagement events is the most effective use of these funds as a strategic and impactful use of resources. These events not only strengthen the relationship between parents, families, and schools but also contribute to improved student success. By providing them with focused parent / family engagement events with extended outreach efforts in order to increase student / family partnerships and actively engage families in supporting all aspects of their students' education. School staff will host informational meetings, engaging presentations, educational workshops, and family events to increase families' knowledge of their students' progress, responsibilities, and opportunities, provide access and direct support for using technology, and connect them with community resources as needed. Research consistently demonstrates the positive impact of increased parent/family engagement on academic achievement, attendance, graduation rates, and overall student well-being. By prioritizing parent/family engagement, schools can create a supportive and inclusive learning environment that benefits all students. Numerous studies have shown a strong correlation between increased parent/family engagement and improved student success: 1. A meta-analysis conducted by the Harvard Family Research Project found that students with involved parents are more likely to have higher	

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
		grades, better attendance, and improved social-emotional skills. 2. The National Education Association (NEA) reports that students with engaged parents are more likely to graduate from high school, enroll in higher education, and have better overall academic performance. 3. A study published in the Journal of Educational Research found that parent involvement in school activities positively influences student achievement, regardless of the parent's educational background or socioeconomic status. 4. The Southwest Educational Development Laboratory (SEDL) conducted research that showed a strong correlation between increased parent/family engagement and reduced dropout rates among 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
2.3	**Action:** English Language Development Staff and Designated Support Teaching Sections **Need:**	The District's English Language Development (ELD) program provides additional support for EL students through ELD teaching staff, Achieve designated language support classes, and EL coordinators on each school site - to provide	We will monitor the effectiveness of these services by analyzing 2024 California Dashboard EL Progress Indicator

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	English Learners need additional support to develop English language proficiency at the same time as achieving academically in integrated classes. EL students have access to all courses, but need additional support to overcome varying levels of language barriers to succeed in school overall and be prepared for all post-secondary opportunities. As shown by the disparity in CAASPP ELA scores, English Learners scored 37.2 below standard, which is a difference of 81.6 points below the District average. Secondly, all our Long-Term English Learners (LTELs) need designated language support to improve their literacy skills as they move towards reclassifying to become proficient in English in all four domains of reading, writing, speaking, and listening. We have over 800 LTELs who need additional support to accelerate and advance their English proficiency skills. **Scope:** Limited to Unduplicated Student Group(s)	focused English language development instruction, monitor the progress of each EL student, and work with all staff on how to best support ELs, LTELs, and reclassified RFEPs. In addition to the required ELD classes, English Learners are provided with an extra support period in their day to provide small group instruction and individualized academic support to better help them increase their English language proficiency levels. This program is also supported by an ELD Program Specialist who coordinates, directs, oversees, guides, and works with EL Coordinators, teachers, administrators, counselors, and support staff. The ELD Program Specialist supports the implementation and monitoring of the District's English Learner Master Plan. Some of these duties include professional development, EL student identification, program offerings, placement, reclassification, monitoring, and DELAC meetings for ELD staff and EL families.	(metric 2.4), EL Reclassification Rates (metrics 2.5 and 2.6), and EL Students' Graduation Rates (metric 3.1).
2.4	**Action:** English Learners Progress Monitoring and Academic Support **Need:** English Learners need additional support from ELD staff to accurately measure their English language proficiency levels, and to monitor	While the ELPAC test measures EL student progress towards achieving English proficiency, students often need support and practice preparing for this annual exam. Student review sessions provide the opportunity for developing test-taking skills, practice using all four domains of the English language and how they are measured on the exam, as well as computer literacy skills.	We will monitor the effectiveness of these actions by analyzing 2024 California Dashboard EL Progress Indicator (metric 2.4), EL Reclassification rates (metrics 2.5 and 2.6),

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	their growth, achievement, content knowledge, and performance in all classes. As measured by the 2023 California Dashboard results, English Learners scored "Red" at three of our schools in ELA performance, one school in Math, two schools in chronic absenteeism, three schools and at the District level in College / Career Readiness, and three schools and at the District level in suspension rate. **Scope:** Limited to Unduplicated Student Group(s)	Staff will collaborate on ways to better prepare EL students for taking the ELPAC, analyze student performance data, and discuss reteaching and revising instruction to increase student performance annually. EL student progress and performance monitoring is one of our District's highest priorities based on the 14 total "Red" indicators on the Dashboard scores. The "ELLevation" program provides staff with a detailed monitoring system for every EL student (beginning and emerging ELs, LTELs, and Newcomers) across the District with performance data, monitoring of interventions, and academic guidance. All teachers will use the Ellevation professional development modules to improve their ability to address the needs of EL students in integrated classrooms, ensure access to all curriculum and coursework with appropriate language supports, and utilize suggestions for engaging scaffolded instructional strategies. English Learners will receive more targeted and differentiated support to address their identified language needs as a result of the ELD staff working together in collaboration to address the specific needs of ELs, LTELs, Newcomers, and Reclassified RFEP students.	EL students' graduation rates (metric 3.1).
2.5	**Action:** Bilingual Instructional Assistants **Need:** EL students need primary language support while they are both learning English and academic content at the same time. As shown	Bilingual Instructional Assistants provide direct language support for English Learners in integrated classrooms and designated support classes. EL students who are not proficient in English need additional support and help with translations while listening, speaking, reading, and writing. BIAs are able to give their full attention to	We will monitor the effectiveness of the services provided by these staff by analyzing 2024 California Dashboard EL Progress Indicator (metric 2.4), EL Reclassification

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	by the disparity in CAASPP ELA scores, English Learners scored 37.2 below standard, which is a difference of 81.6 points below the District average. When discussing the most important support needs for EL students, parents, students, and staff continue to rank the support from Bilingual Instructional Assistants in class every day providing individualized attention and direct language support as the highest priority and most effective service for EL students. **Scope:** Limited to Unduplicated Student Group(s)	EL students in the classroom setting while students develop and improve in their English language skills. BIAs are the most highly requested staff providing primary language support and help for EL students daily to help them build skills and succeed academically.	rates (metrics 2.5 and 2.6), EL Students' Graduation rates (metric 3.1).
2.7	**Action:** EL Newcomer Program **Need:** English Learner "Newcomers" have unique language barriers that require additional, individualized support. Particularly when EL Newcomers arrive at the secondary level (grades 7-12), language support is critical in order to help EL Newcomers achieve academically in rigorous grade-level content. **Scope:** Limited to Unduplicated Student Group(s)	EL Newcomer students will be provided with a unique, individualized Newcomer education program to meet the demands of increasing EL Newcomer student enrollment. This program provides specialized English language development, personalized learning plans, customized coursework, supplemental programs, specialized summer programs, a multi-tiered system of support, connections to community resources, post-secondary opportunities, and access to culturally-responsive social services for Newcomer students and their families.	We will monitor the effectiveness of this program by analyzing 2024 California Dashboard scores for CA Dashboard ELA (metric 2.1) and Math scores (metric 2.2) for EL students, English Learners Progress Indicator (metric 2.4), EL Graduation rate (metric 3.1), EL Attendance rate (metrics 4.1, 4.2), EL Reclassification rate (metric 2.6).
3.3	**Action:** Increase College and Career Readiness for Students for Unduplicated Pupils	Financial barriers should not hinder the educational ambitions of low-income students. By offering support for CTE fees and Dual Enrollment course expenses (such as textbook fees, required	We will monitor the effectiveness of this action through the 2024 California Dashboard

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Need: English Learners and Foster Youth received a "Very Low" indicator on the 2023 California Dashboard for the District overall in College and Career Readiness (2 levels below the District average of "Medium"). Homeless (who are also considered Low Income) received a "Low" score, and Socioeconomically Disadvantaged students (Low Income) received a "Medium" score. In looking at the percentages, only 8.8% of EL, 8% of FY, 22.8% of HL, and 36.3% of LI students are considered "prepared" for college or careers. While there are many different factors and scores taken into account to determine the level of preparedness, one factor stands out as a huge barrier - financial resources. When our educational partners reviewed this data, they discussed how students from low income families often lack the financial ability to pay for exam fees, test preparation, and various costs associated with dual enrollment college courses. Providing funding to give low income students access to equitable opportunities was a high priority in discussions about how to remove this barrier for so many students. EL, FY, and HL are very often also from low income families. Therefore, it is plausible to assume that much of the "very low" and "low" scores for those data points is partly because of a lack of finances for pursuing many of the steps needed for college preparation.	uniforms for medical career paths and capstone industry participation, certification exams, community college fees, etc.), we level the playing field and ensure that all students have equal opportunities to pursue higher education and post-secondary goals. Access to resources such as test prep classes and is essential in bridging the achievement gap and reducing disparities for low income students. Providing financial assistance empowers students to compete on a more equitable basis with their peers. AP exams, SAT & ACT tests are pivotal in the college admissions process. By alleviating the financial burden associated with preparing for and taking these exams, we enable students to focus on their academic preparation without worrying about costs and factors beyond their control. CTE Pathways, Dual Enrollment courses, and College Now classes offer practical skills and early exposure to college-level coursework. Financial support ensures that all students, regardless of their economic circumstances, can explore diverse career pathways, make informed decisions about their future, and be "opportunity ready" upon graduation. Many EL students also come from low income families, especially if they are "Newcomers" and recent immigrants, and need both cultural and linguistic support. By providing financial assistance for exams and additional resources, we reduce barriers to address additional individualized support as needed, promoting equity and inclusion.	College / Career Readiness Indicator Score (metric 3.12).

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Scope: Limited to Unduplicated Student Group(s)	This action is implemented as part of the LEA's Differentiated Assistance plan to increase the college and career readiness for both English Learners and Foster Youth, as many of them are also from low income families. Providing financial support for low-income students is a vital step towards increasing their college and career readiness. By overcoming financial barriers, accessing quality education, reducing financial stress, and engaging in college and career preparation activities, these individuals can develop the skills, knowledge, and confidence needed to succeed in higher education and beyond. By eventually obtaining a college degree or vocational certification, these students can break the cycle of poverty and secure higher-paying jobs, leading to improved financial stability and a better quality of life..	
4.1	**Action:** Social Workers and Student Services **Need:** On the 2023 California Dashboard, Homeless students (who also qualify as Low Income) received "Red" Indicators at 2 schools for Chronic Absenteeism, 1 school for Suspension Rate, and 1 school for College / Career Readiness. Low Income students received a "Red" Indicator for Chronic Absenteeism at 3 schools and District-wide overall, as well as at 1 school for Graduation Rate, 1 school for Suspension	The unique needs of Foster Youth and Homeless students include equity issues, the need for additional academic support, tutoring and intervention, transportation, social services, counseling support, community resources, social-emotional support, trauma-sensitive schools, individualized learning plans, and parent / family support and assistance. Assigning designated support staff, such as licensed social workers, to provide personalized support and resources to Homeless students and Foster Youth can help navigate challenges, reduce barriers, connect students with necessary	We will monitor the effectiveness of these services by analyzing 2024 CA Dashboard scores in Suspension Rates (metric 4.3), College / Career Readiness (metric 3.12), Graduation rates (metric 3.1), and Attendance Rates (metrics 4.1, 4.2, 4.3)

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Rate, and a "Very Low" Indicator for College / Career Readiness. District-wide, Foster Youth received a "Red" Indicator for Suspension Rate and a "Very Low" Indicator for College / Career Readiness. The District is eligible for technical assistance called "Differentiated Assistance" for the higher suspension rate of Foster Youth. Our Educational Partners discussed the unique needs of homeless and low income students, and foster youth, and determined that their basic needs include equity issues beyond academic assistance. HL, LI, and FY need help from trusted adults, financial support, and connection to community resources to provide equitable access to education. **Scope:** Limited to Unduplicated Student Group(s)	services, and provide emotional and academic support and guidance. Social Workers and the Student Services Department Staff provide these essential direct services and connections to community resources to meet each student's unique needs, creating a more inclusive and equitable learning environment and promoting increased academic and personal success and well-being. Teams of Social Workers and Counselors carry the caseloads of all Homeless and Foster Youth at each school. These teams identify our HL and FY students' individual needs, build relationships with families, connect them to necessary resources, provide individualized support, and monitor their progress to help our Homeless students and Foster Youth improve in academics, social-emotional wellness, and behavior. This work is implemented as part of the LEA's Differentiated Assistance plan to reduce their suspension rates.	
4.5	**Action:** Supplemental Transportation Services **Need:** Many of our Foster Youth and Low Income students need help accessing school each day, and the ability to get to other locations where programs and activities are being held in order to fully participate like their peers who have more independent means of support. Supplemental transportation services remove	The number of students with financial problems (from low income families) needing help with transportation continues to increase every year. The number of city bus passes provided to these students (at no cost to their families) was over 1050 passes in 2023-24, representing an increase of 50% over the last two years. In LCAP input meetings, our Educational Partners noted that "getting to school" is the most important step in helping these students succeed. Being	We will monitor the implementation and effectiveness of these services through the increasing Attendance rates (metrics 4.1, 4.2, and 4.3).

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	barriers to their education, and provide access to participating in any school program to meet their individual, unique needs. **Scope:** Limited to Unduplicated Student Group(s)	present in school will improve attendance, reduce chronic absenteeism, and provide students with a more secure start to learning each day. Providing assistance with transportation is a service that can have significantly positive outcomes and increase students' participation in all educational programs.	
4.6	**Action:** Additional Translation Services **Need:** In looking at our District student enrollment data, we have a number of families needing additional primary language support, especially with an ever fluctuating number of "Newcomers" enrolling from other countries mid-year. Besides providing regular translating services for all communications that go out from the school and District level, there is an extra need for supplemental translating in person, at meetings, and at family engagement events. We also need additional services for translating transcripts and records for English Learner Newcomers who enroll in our District from a variety of diverse countries to give students equivalent course credit and to provide accurate educational services to meet their unique needs. This has been a service that has proven to be very important for enrolling Newcomers on time without delay, which our Educational Partners agree should continue.	Providing supplemental translation services for parents and families during meetings, at parent / family engagement events, as well as translating transcripts and records for Newcomer students, will increase our school / parent partnerships, provide better outreach efforts, and connect and communicate better with all families.	We will measure the effectiveness of these translating services through annual parent / family survey results on effective involvement, engagement, and/or connection with school staff (metrics 4.9 and 4.11).

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Scope: Limited to Unduplicated Student Group(s)		

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.

Not 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.

N/A - The William S. Hart Union High School District does not meet the minimum requirement of foster youth, English learners, and low income students to receive additional concentration grant funding.

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	N/A
Staff-to-student ratio of certificated staff providing direct services to students	N/A	N/A

2024-25 Total 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	$235,678,456	13,117,863	5.566%	0.000%	5.566%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$121,237,828.00	$28,171,244.00	$515,372.00	$940,002.00	$150,864,446.00	$138,141,935.00	$12,722,511.00

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	Base Teacher Salaries and Benefits	All	No			All Schools	Annually	$105,280,343.00	$0.00	$85,907,765.00	$18,873,399.00	$0.00	$499,179.00	$105,280,343.00	0
1	1.2	Additional Math Teaching Sections	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Annually	$2,000,000.00	$0.00	$2,000,000.00	$0.00	$0.00	$0.00	$2,000,000.00	0
1	1.3	Base Counselors Salaries and Benefits	All	No			All Schools	Annually	$7,944,125.00	$0.00	$7,693,628.00	$139,198.00	$0.00	$111,299.00	$7,944,125.00	0
1	1.4	Additional School Counselors	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Bowman, Canyon, Sierra Vista, Hart, Placerita, Golden Valley, La Mesa	Annually	$2,000,000.00	$0.00	$2,000,000.00	$0.00	$0.00	$0.00	$2,000,000.00	0
1	1.5	Textbooks and Instructional Materials	All	No			All Schools	Annually	$0.00	$2,526,473.00	$0.00	$2,526,473.00	$0.00	$0.00	$2,526,473.00	0
1	1.6	Supplemental Library Books	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Annually	$0.00	$200,000.00	$200,000.00	$0.00	$0.00	$0.00	$200,000.00	0
1	1.7	Safe, Uncrowded, Well-Maintained Learning Environments	All	No			All Schools	Annually	$5,761,345.00	$4,625,663.00	$10,387,008.00	$0.00	$0.00	$0.00	$10,387,008.00	0
2	2.1	Multi-Tiered System of Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing / Annual	$350,000.00	$107,776.00	$457,776.00	$0.00	$0.00	$0.00	$457,776.00	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	2.2	Supplemental Literacy and Math Programs	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing / Annual	$0.00	$175,000.00	$175,000.00	$0.00	$0.00	$0.00	$175,000.00	0
2	2.3	English Language Development Staff and Designated Support Teaching Sections	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing / Annual	$2,000,000.00	$0.00	$2,000,000.00	$0.00	$0.00	$0.00	$2,000,000.00	0
2	2.4	English Learners Progress Monitoring and Academic Support	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing / Annual	$28,000.00	$42,000.00	$70,000.00	$0.00	$0.00	$0.00	$70,000.00	0
2	2.5	Bilingual Instructional Assistants	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing / Annual	$2,000,000.00	$0.00	$2,000,000.00	$0.00	$0.00	$0.00	$2,000,000.00	0
2	2.6	Professional Development and Collaboration to Support Unduplicated Student Populations	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing / Annual	$580,863.00	$127,000.00	$707,863.00	$0.00	$0.00	$0.00	$707,863.00	0
2	2.7	EL Newcomer Program	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Canyon, Golden Valley, Hart, La Mesa, Placerita, Sierra Vista	Ongoing / Annual	$1,000,000.00	$200,000.00	$1,200,000.00	$0.00	$0.00	$0.00	$1,200,000.00	0
3	3.1	Career Technical Education Program	All	No			All Schools	Ongoing	$2,199,444.00	$3,447,599.00	$1,178,788.00	$3,974,359.00	$214,372.00	$279,524.00	$5,647,043.00	0
3	3.2	Supplemental Online College and Career Guidance Programs	All	No			All Schools	Fall and Spring semesters	$0.00	$200,000.00	$0.00	$0.00	$200,000.00	$0.00	$200,000.00	0
3	3.3	Increase College and Career Readiness for Students for Unduplicated Pupils	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	Specific Schools: Academy of the Canyons,	Fall and Spring semesters	$10,000.00	$90,000.00	$100,000.00	$0.00	$0.00	$0.00	$100,000.00	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)		Bowman, Canyon, Castaic, Golden Valley, Hart, Learning Post Academy, Saugus, Valencia, West Ranch									
3	3.4	A-G Completion Rate and Graduation Rate for Unduplicated Pupils	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Bowman, Canyon, Castaic, Golden Valley, Hart, Saugus, Valencia, West Ranch	Ongoing	$150,000.00	$0.00	$150,000.00	$0.00	$0.00	$0.00	$150,000.00	0
3	3.5	Career Technical Student Leadership Opportunities	All	No			All Schools	Fall and Spring semesters	$0.00	$150,000.00	$0.00	$0.00	$100,000.00	$50,000.00	$150,000.00	0
3	3.6	Parent / Family Information Nights and College / Career Events	All	No			All Schools	Fall and Spring semesters	$0.00	$1,000.00	$0.00	$0.00	$1,000.00	$0.00	$1,000.00	0
4	4.1	Social Workers and Student Services	Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	Foster Youth Low Income	All Schools	Ongoing	$3,900,000.00	$100,000.00	$4,000,000.00	$0.00	$0.00	$0.00	$4,000,000.00	0
4	4.2	Special Education Behavior Specialists	Students with Disabilities	No			All Schools	Ongoing	$2,657,815.00	$0.00	$0.00	$2,657,815.00	$0.00	$0.00	$2,657,815.00	0
4	4.3	Training in Social-Emotional Learning, Mental Health, and Wellness	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Fall and Spring semesters	$75,000.00	$125,000.00	$200,000.00	$0.00	$0.00	$0.00	$200,000.00	0
4	4.4	Equity Work	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$100,000.00	$100,000.00	$200,000.00	$0.00	$0.00	$0.00	$200,000.00	0

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
4	4.5	Supplemental Transportation Services	Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	Foster Youth Low Income	All Schools	Fall and Spring semesters	$0.00	$400,000.00	$400,000.00	$0.00	$0.00	$0.00	$400,000.00	0
4	4.6	Additional Translation Services	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	$100,000.00	$100,000.00	$200,000.00	$0.00	$0.00	$0.00	$200,000.00	0
4	4.7	Parent / Family Engagement Events	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Fall and Spring semesters	$5,000.00	$5,000.00	$10,000.00	$0.00	$0.00	$0.00	$10,000.00	0

2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$235,678,456	13,117,863	5.566%	0.000%	5.566%	$16,070,639.00	0.000%	6.819 %	**Total:**	$16,070,639.00
								LEA-wide Total:	$3,950,639.00
								Limited Total:	$9,970,000.00
								Schoolwide Total:	$2,150,000.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.2	Additional Math Teaching Sections	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,000,000.00	0
1	1.4	Additional School Counselors	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Bowman, Canyon, Sierra Vista, Hart, Placerita, Golden Valley, La Mesa	$2,000,000.00	0
1	1.6	Supplemental Library Books	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$200,000.00	0
2	2.1	Multi-Tiered System of Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$457,776.00	0
2	2.2	Supplemental Literacy and Math Programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$175,000.00	0
2	2.3	English Language Development Staff and	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$2,000,000.00	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 (%)
		Designated Support Teaching Sections						
2	2.4	English Learners Progress Monitoring and Academic Support	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$70,000.00	0
2	2.5	Bilingual Instructional Assistants	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$2,000,000.00	0
2	2.6	Professional Development and Collaboration to Support Unduplicated Student Populations	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$707,863.00	0
2	2.7	EL Newcomer Program	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Canyon, Golden Valley, Hart, La Mesa, Placerita, Sierra Vista	$1,200,000.00	0
3	3.3	Increase College and Career Readiness for Students for Unduplicated Pupils	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	Specific Schools: Academy of the Canyons, Bowman, Canyon, Castaic, Golden Valley, Hart, Learning Post Academy, Saugus, Valencia, West Ranch	$100,000.00	0
3	3.4	A-G Completion Rate and Graduation Rate for Unduplicated Pupils	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Bowman, Canyon, Castaic, Golden Valley, Hart, Saugus, Valencia, West Ranch	$150,000.00	0
4	4.1	Social Workers and Student Services	Yes	Limited to Unduplicated Student Group(s)	Foster Youth Low Income	All Schools	$4,000,000.00	0
4	4.3	Training in Social-Emotional Learning, Mental Health, and Wellness	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$200,000.00	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 (%)
4	4.4	Equity Work	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$200,000.00	0
4	4.5	Supplemental Transportation Services	Yes	Limited to Unduplicated Student Group(s)	Foster Youth Low Income	All Schools	$400,000.00	0
4	4.6	Additional Translation Services	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$200,000.00	0
4	4.7	Parent / Family Engagement Events	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$10,000.00	0

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$182,880,423.00	$182,482,366.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	1.1 Base Teacher Salaries and Benefits	No	$124,027,652.00	$128,171,136.00
1	1.2	1.2 Base Counselor Salaries and Benefits	No	$9,507,567.00	$10,148,297.00
1	1.3	1.3 Textbooks and Instructional Materials	No	$4,133,125.00	$4,080,296.00
1	1.4	1.4 Safe, Uncrowded, Well-Maintained Learning Environments	No	$9,700,000.00	$9,742,579.00
1	1.5	1.5 Technology for Students and Staff	No	$7,522,131.00	$7,206,433.00
1	1.6	1.6 Center for Educator Preparation and Assistance Programs	No	$1,465,847.00	$1,001,394.00
1	1.7	1.7 New Teacher Support for Unduplicated Students	Yes	$506,131.00	$485,839.00
2	2.1	2.1 Accelerate Learning through Intervention and Academic Support	Yes	$3,200,073.00	$1,609,992.00
2	2.2	2.2 English Learners Language Development Support	Yes	$2,370,722.00	$1,993,846.00
2	2.3	2.3 English Learners School Site Program Support	Yes	$416,672.00	$214,312.00
2	2.4	2.4 English Learners Progress Monitoring and Academic Support	Yes	$326,089.00	$54,260.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.5	2.5 Bilingual Instructional Assistants	Yes	$3,067,029.00	$2,610,343.00
2	2.6	2.6 Professional Development focusing on Unduplicated Populations	Yes	$150,000.00	$93,353.00
2	2.7	2.7 Language Development Programs	Yes	$91,000.00	$151,484.00
2	2.8	2.8 Literacy Programs	Yes	$20,000.00	$17,360.00
2	2.9	2.9 Supplemental Transportation Services	Yes	$400,000.00	$325,277.00
2	2.10	2.10 EL Newcomers Program	Yes	$400,000.00	$720,275.00
3	3.1	3.1 Career Technical Education Program	No	$5,344,682.00	$3,632,683.00
3	3.2	3.2 Supplemental Online College & Career Guidance Programs	No	$500,000.00	$274,226.00
3	3.3	3.3 Increase Number of Students from Low Income Families in AP and College Level Courses	Yes	$50,000.00	$43,047.00
3	3.4	3.4 Advanced Courses Teacher Training	No	$25,000.00	$2,245.00
3	3.5	3.5 Career Technical Education Specialists	No	$884,599.00	$1,266,385.00
3	3.6	3.6 College, Career, CTE Parent / Family Engagement Events	No	$1,000.00	$0.00
3	3.7	3.7 Career Technical Student Leadership Opportunities	No	$400,000.00	$151,367.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
4	4.1	4.1 Social Workers and Student Services	Yes	$3,236,662.00	$2,268,917.00
4	4.2	4.2 Crisis Intervention Counselors	Yes	$2,139,802.00	$2,231,733.00
4	4.3	4.3 Social-Emotional Learning Training	Yes	$200,000.00	$202,538.00
4	4.4	4.4 Special Education Behavior Specialists	No	$1,206,844.00	$1,596,125.00
4	4.5	4.5 Student Support Providers	Yes	$820,611.00	$650,340.00
4	4.6	4.6 Translation Services	Yes	$417,185.00	$420,396.00
4	4.7	4.7 Parent / Family Engagement Events	Yes	$25,000.00	$7,354.00
4	4.8	4.8 Student Wellness Centers	Yes	$115,000.00	$1,102,378.00
4	4.9	4.9 Parent Resource Centers	Yes	$10,000.00	$484.00
4	4.10	4.10 Equity Work	Yes	$200,000.00	$5,672.00

2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated 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)
$13,513,393	$18,161,976.00	$15,209,200.00	$2,952,776.00	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	1.7	1.7 New Teacher Support for Unduplicated Students	Yes	$506,131.00	$485,839.00	0	0
2	2.1	2.1 Accelerate Learning through Intervention and Academic Support	Yes	$3,200,073.00	$1,609,992.00	0	0
2	2.2	2.2 English Learners Language Development Support	Yes	$2,370,722.00	$1,993,846.00	0	0
2	2.3	2.3 English Learners School Site Program Support	Yes	$416,672.00	$214,312.00	0	0
2	2.4	2.4 English Learners Progress Monitoring and Academic Support	Yes	$326,089.00	$54,260.00	0	0
2	2.5	2.5 Bilingual Instructional Assistants	Yes	$3,067,029.00	$2,610,343.00	0	0
2	2.6	2.6 Professional Development focusing on Unduplicated Populations	Yes	$150,000.00	$93,353.00	0	0
2	2.7	2.7 Language Development Programs	Yes	$91,000.00	$151,484.00	0	0
2	2.8	2.8 Literacy Programs	Yes	$20,000.00	$17,360.00	0	0
2	2.9	2.9 Supplemental Transportation Services	Yes	$400,000.00	$325,277.00	0	0
2	2.10	2.10 EL Newcomers Program	Yes	$400,000.00	$720,275.00	0	0

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
3	3.3	3.3 Increase Number of Students from Low Income Families in AP and College Level Courses	Yes	$50,000.00	$43,047.00	0	0
4	4.1	4.1 Social Workers and Student Services	Yes	$3,236,662.00	$2,268,917.00	0	0
4	4.2	4.2 Crisis Intervention Counselors	Yes	$2,139,802.00	$2,231,733.00	0	0
4	4.3	4.3 Social-Emotional Learning Training	Yes	$200,000.00	$202,538.00	0	0
4	4.5	4.5 Student Support Providers	Yes	$820,611.00	$650,340.00	0	0
4	4.6	4.6 Translation Services	Yes	$417,185.00	$420,396.00	0	0
4	4.7	4.7 Parent / Family Engagement Events	Yes	$25,000.00	$7,354.00	0	0
4	4.8	4.8 Student Wellness Centers	Yes	$115,000.00	$1,102,378.00	0	0
4	4.9	4.9 Parent Resource Centers	Yes	$10,000.00	$484.00	0	0
4	4.10	4.10 Equity Work	Yes	$200,000.00	$5,672.00	0	0

2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$240,024,749	$13,513,393	0.56%	6.190%	$15,209,200.00	0.000%	6.337%	$0.00	0.000%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

- o Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.

- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

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

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

Requirements

School districts and COEs: *EC* sections [52060(g) (California Legislative Information)](#) and [52066(g) (California Legislative Information)](#) specify the educational partners that must be consulted when developing the LCAP:

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

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

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

Charter schools: *EC* Section [47606.5(d) (California Legislative Information)](#) requires that the following educational partners be consulted with when developing the LCAP:

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

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

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

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

- For school districts, see [Education Code Section 52062 (California Legislative Information)](#);

  - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).

- For COEs, see [Education Code Section 52068 (California Legislative Information)](#); and

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

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

  o When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,

  o The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

- In addition to this information, the LEA must also identify:

  o The school or schools to which the goal applies

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

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).

- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

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

Broad Goal
Description

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

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

- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.

- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal
Description

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

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.

- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric

- Enter the metric number.

Metric

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

Baseline

- Enter the baseline when completing the LCAP for 2024–25.

    o Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).

    o Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.

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

    o The baseline data must remain unchanged throughout the three-year LCAP.

        ▪ This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain

accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.

  ▪ If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.

  o Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.

  o Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

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

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

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.

  o Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.

  o Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.

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

    o This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

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

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

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

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. "Effectiveness" means the degree to which the actions were successful in producing the target result and "ineffectiveness" means that the actions did not produce any significant or targeted result.

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

  o When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

  o Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

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

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

    ▪ The reasons for the ineffectiveness, and

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

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

Action #

- Enter the action number.

Title

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

Description

- Provide a brief description of the action.

- o For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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

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

Total Funds

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

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No.

  - o **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

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

Required Actions
- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:

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

  - o Professional development for teachers.

  - o If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

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

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:

  - 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.

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

Purpose

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

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

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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

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

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

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

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

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

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

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

o The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

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

    o The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

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

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

- Table 2: Contributing Actions Table (for the coming LCAP Year)

- Table 3: Annual Update Table (for the current LCAP Year)

- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)

- Table 5: LCFF Carryover Table (for the current LCAP Year)

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

Total Planned Expenditures Table

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

- **LCAP Year**: Identify the applicable LCAP Year.

- **1. Projected LCFF Base Grant**: Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8).

Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.

- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.

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

- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

- **Goal #**: Enter the LCAP Goal number for the action.

- **Action #**: Enter the action's number as indicated in the LCAP Goal.

- **Action Title**: Provide a title of the action.

- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.

- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.

- If "Yes" is entered into the Contributing column, then complete the following columns:

  - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

- o **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

- o **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."

- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

  - o **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

  - o **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.

- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.

- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.

- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as

a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.

- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

    o Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

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

Calculations in the Action Tables

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

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

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

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

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

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

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

Contributing Actions Annual Update Table

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

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

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

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

  - o 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**

  - o 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)**

  - o 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 (%)**

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

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

  - o 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)**

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

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

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

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

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

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

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

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

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

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

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