# ABC Unified School District

## LOCAL CONTROL ACCOUNTABILITY PLAN
## 2024-2027 Year One

Mrs. Sophia Tse, President
Mr. Ernie Nishii, Vice President
Mr. Francisco Noyola, Clerk
Mr. Brad Beach, Member
Dr. Michael Eugeno, Member
Dr. Olga Rios, Member
Mrs. Soo Yoo, Member

Dr. Gina Zietlow, Superintendent

**June 18, 2024**

A copy is available at: https://www.abcusd.us

# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: ABC Unified School District
CDS Code: 19-64212-1930346
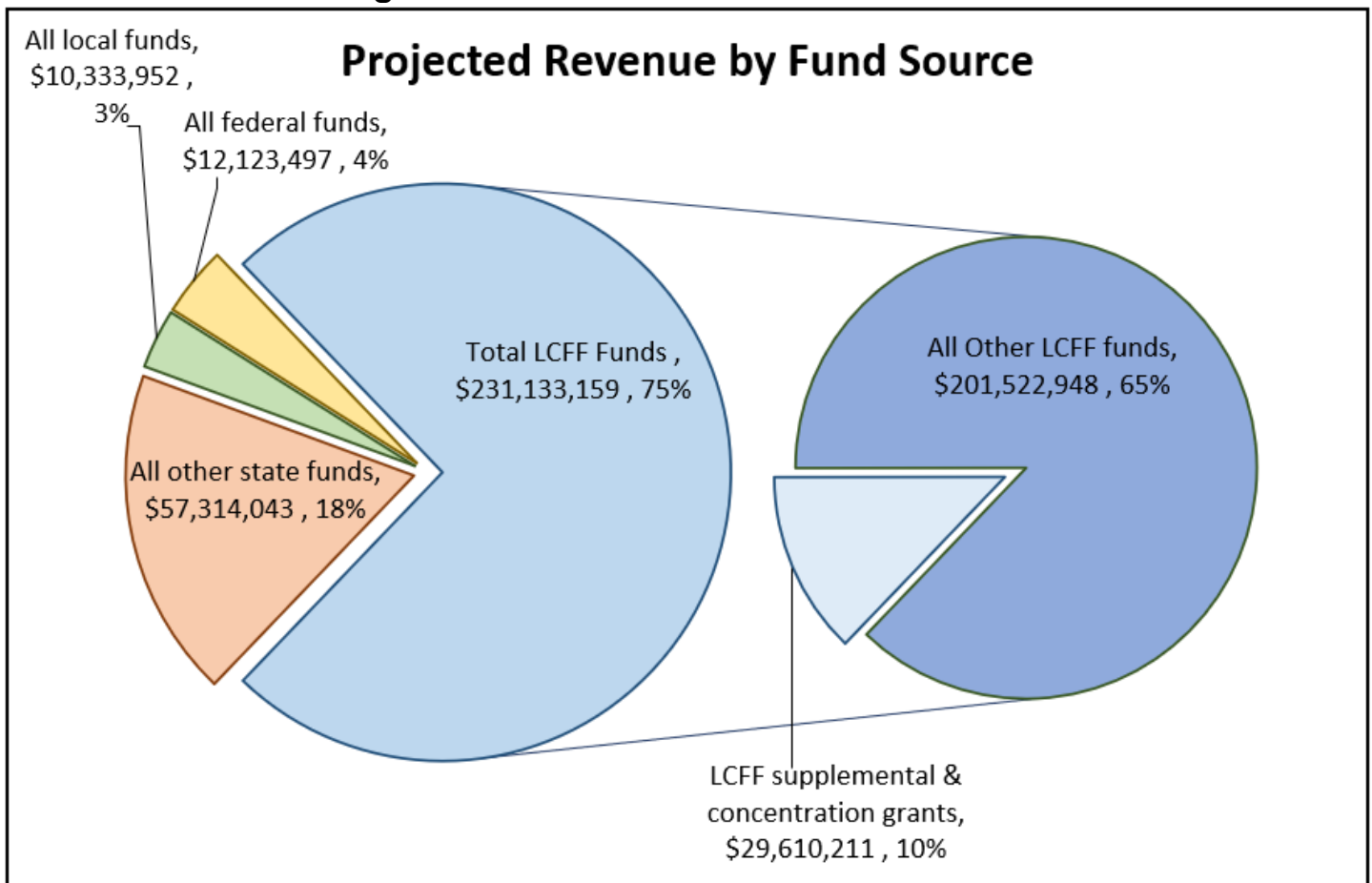School Year: 2024-25
LEA contact information:
Dr. Carol Castro
Assistant Superintendent - Academic Services

(562) 926-5566 ext. 21126

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

All local funds, $10,333,952 , 3%
All federal funds, $12,123,497 , 4%
All other state funds, $57,314,043 , 18%
Total LCFF Funds , $231,133,159 , 75%
All Other LCFF funds, $201,522,948 , 65%
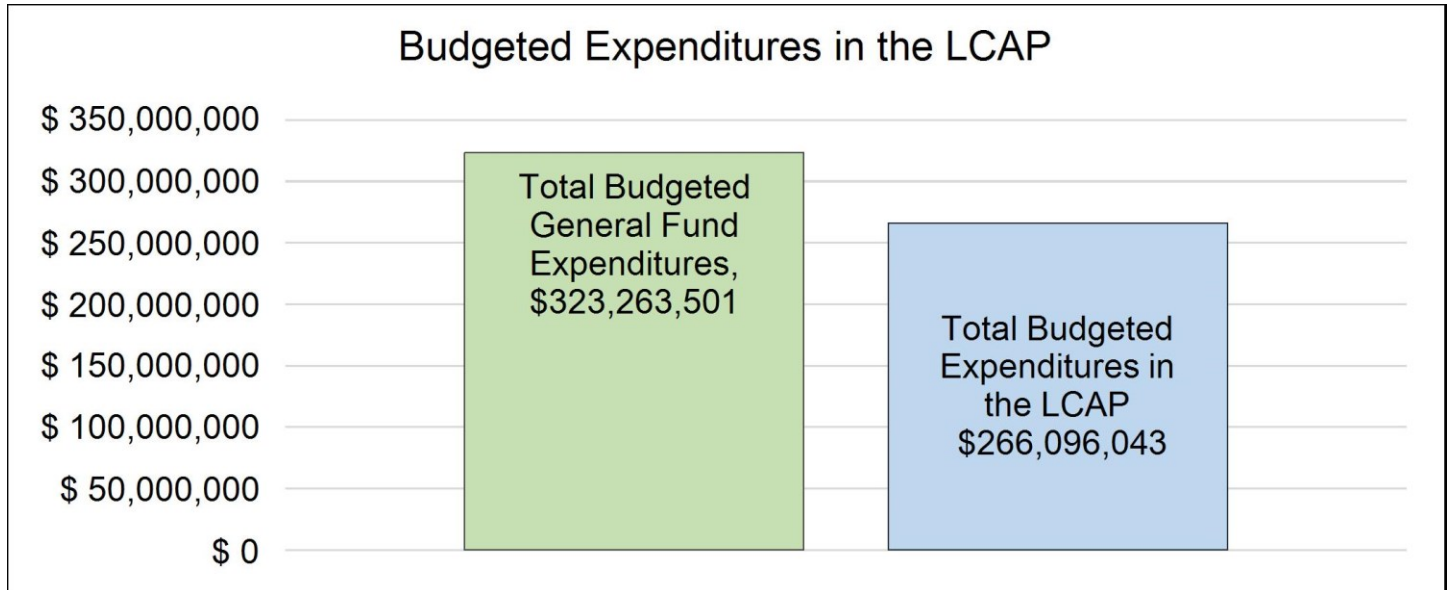LCFF supplemental & concentration grants, $29,610,211 , 10%

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

The text description for the above chart is as follows: The total revenue projected for ABC Unified School District is $310,904,651, of which $231133159 is Local Control Funding Formula (LCFF), $57314043 is other state funds, $10333952 is local funds, and $12123497 is federal funds.  Of the $231133159 in LCFF Funds, $29610211 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, $323,263,501 | Total Budgeted Expenditures in the LCAP $266,096,043 |

Chart y-axis: $ 0, $ 50,000,000, $ 100,000,000, $ 150,000,000, $ 200,000,000, $ 250,000,000, $ 300,000,000, $ 350,000,000

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

The text description of the above chart is as follows: ABC Unified School District plans to spend $323263501 for the 2024-25 school year. Of that amount, $266096043 is tied to actions/services in the LCAP and $57,167,458 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
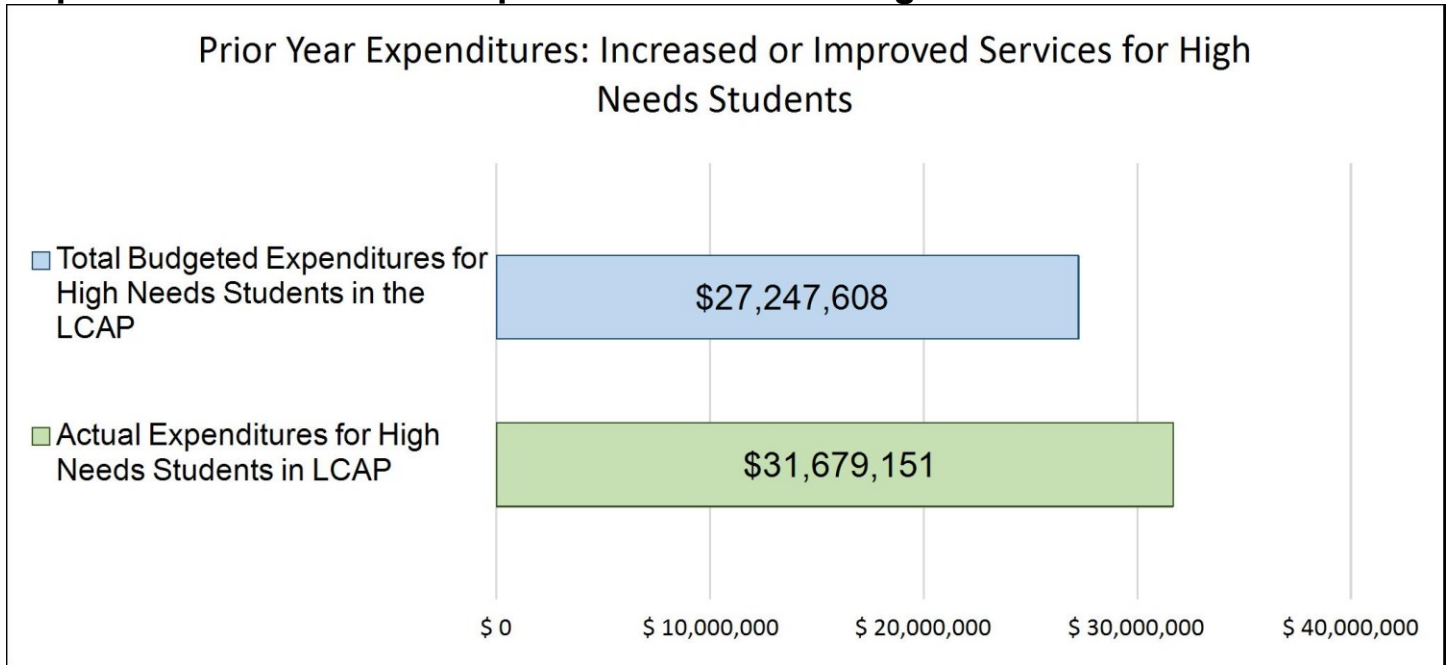
ABC Unified School District plans to spend $323,263,501 for the 2024-25 school year. Of that amount, $266,096,043 is tied to actions and services in the LCAP and $57,167,458 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP are: Title I, Title II, Title III, Title IV, Migrant Education, Special Education IDEA support, Carl Perkins, Medical-Billing Option, Expanded Learning Opportunity Program, After School Education adn Safety program, Career Technical Education Incentive Grant Program, and Special Education Master Plan....

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

In 2024-25, ABC Unified School District is projecting it will receive $29610211 based on the enrollment of foster youth, English learner, and low-income students. ABC Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. ABC Unified School District plans to spend $29610211 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    $27,247,608

□ Actual Expenditures for High Needs Students in LCAP    $31,679,151

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

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

The text description of the above chart is as follows: In 2023-24, ABC Unified School District's LCAP budgeted $27247608 for planned actions to increase or improve services for high needs students. ABC Unified School District actually spent $31679151 for actions to increase or improve services for high needs students in 2023-24.

# 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 |
|---|---|---|
| ABC Unified School District | Dr. Carol Castro<br>Assistant Superintendent - Academic Services | carol.castro@abcusd.us<br>(562) 926-5566 ext. 21126 |

## Goals and Actions

### Goal

| Goal # | Description |
|--------|-------------|
| **1** | Ensure student access to fully credential teachers, highly trained paraeducators and school staff who are skilled at addressing learning deficits and capable of creating the conditions for students with challenging needs to succeed, academically and socio-emotionally, in a safe, clean and maintained learning environment. (Priority 1) |

### Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--------|----------|----------------|----------------|----------------|------------------------------|
| Teacher Credential | 100% of teachers will be appropriately credentialed and properly assigned as evidenced by CTC monitoring and Williams Reporting. | 99% of teachers will be appropriately credentialed and properly assigned as evidenced by CTC monitoring and Williams Reporting. | 99% of teachers will be appropriately credentialed and properly assigned as evidenced by CTC monitoring and Williams Reporting. | 99% of teachers will be appropriately credentialed and properly assigned as evidenced by CTC monitoring and Williams Reporting. | 100% of teachers will be appropriately credentialed and properly assigned as evidenced by CTC monitoring and Williams Reporting. |
| Williams Facility Report | 100% of the facilities will be cleared and functional as evidenced by district records. | 100% of the facilities were cleared and functional as evidenced by district records in October 2021. | 100% of the facilities were cleared and functional as evidenced by district records in October 2022. | 100% of the facilities inspected were safe, clean and functional. | 100% of classrooms will meet Williams instructional materials reporting requirements. |
| Williams Instructional Materials Report | 100% of classrooms will meet Williams instructional materials reporting requirements. | 100% of classrooms met Williams instructional materials reporting requirements in October 2021. | 100% of classrooms met Williams instructional materials reporting requirements in October 2022. | 100% of schools met the Williams instructional requirements through site visits and surveys. | 100% of the facilities will be cleared and functional as evidenced by district records. |

## *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.

Action and services (A/S) 1.1, 1.2, 1.4, 1.5, 1.6, 1.7, and 1.8:

Actions and services related to recruiting, hiring, retaining, and training credentialed staff were fully implemented (A/S 1.4 and A/S 1.5). Supporting schools with textbooks, coaching support, and elementary teachers for small group support was also fully implemented (A/S 1.1, 1.2, 1.6, and 1.7). Additional teachers were hired for schools with a higher number of English learner students to provide small group instruction at Hawaiian, Furgeson, Aloha Elementary, and Fedde Middle School (A/S 1.8).

Action and services (A/S) 1.3:
Classified staff were trained to support low-income, English learner students, students with disabilities, and homeless students in two full days of professional development on August 1 and 2, 2023, and more than 210 paraeducators attended.  Over 50 paraeducators attended additional professional development days offered after school on February 20 and 22, 2024, for classified staff.  The topics covered were de-escalation of behaviors and physical redirection.

Successes in Implementation:
Action and Services (A/S) 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7 and 1.8:
Students with disabilities, English learners, and students from low-income backgrounds were provided instruction from credentialed teachers and staff. Mentor teachers provided teacher support for new and experienced teachers assigned to general and special education classes (A/S 1.1, 1.4). The support included social-emotional learning (SEL) coaching, data analysis, standards-based lesson design, alignment of instructional materials, and instructional strategies specific to students with disabilities, English learners, and low-income students' needs (A/S 1.3, 1.6, and 1.7). Elementary classes were kept small, allowing teachers to spend additional time daily with English learners and students from low-income backgrounds (A/S 1.2). Additional teachers were hired at schools with more EL students (A/S 1.8). Maintenance staff worked with school sites to ensure optimized learning environments that were clean and safe (A/S 1.5).

Human Resources and the Special Education Department started the 2023/2024 school year with Professional Development for paraeducators before the first day of school (A/S 1.3).  Over 210 paraeducators were trained on August 1 and 2, 2023.  The Professional Development consisted of whole group and small group instruction. The topics covered various areas such as Human Resources Basics, Roles and Responsibilities, and academic intervention support. The focus was on supporting the needs of low-income, foster/homeless youth and English learners in areas including Social-Emotional Learning, Behavior Support, Health/Safety Support, Reading Intervention, Math Intervention, and Accommodations/Modifications specific to special education students.

The District's Behavior Specialists presented a four-week series on basics in behavior support on October 23 and 30, 2023, and November 6 and 13, 2023. Paraeducators and classified staff were encouraged to attend. Staff who attended all four sessions and passed a summative assessment received a certificate of completion. Since space was limited, professional staff provided more training on January 22 and 29, 2024, and February 5 and 13, 2024.

The Special Education Department held Paraeducator Professional Development on February 20 and 22, 2024, to assist paraeducators with de-escalating strategies and physical redirection to support low-income students designated as special education. The Professional Development was also intended for the new paraeducators hired throughout the school year.

Challenges in Implementation:
Actions and services (A/S) 1.1, 1.3 and 1.4:
The current shortage of teachers across California makes hiring 100% credentialed teachers difficult (A/S 1.4). Ninety-nine percent of teachers at ABC USD were highly qualified. Training for classified staff was not explicitly mandated; therefore, some paraeducators chose not to be trained because they had attended prior training for the District for many years and felt they already knew about working with English learners, low-income and students with disabilities students (A/S 1.3). Scheduling training during the year was challenging because of staff shortages, disruption of student services, and scheduling conflicts (A/S 1.1, 1.3).

There were no planned actions that were not implemented or implemented in a manner that differed substantially from the description 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.

Actions and Services (A/S) 1.2:

There was a material difference between the budgeted expenditures and the estimated actual A/S 1.2. For 1.2, the cost of teachers increased due to negotiated pay raises and associated costs.

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

Actions and Services (A/S) 1.1, 1.2, 1.4, and 1.8 were deemed effective due to 99% of teachers being appropriately credentialed as well as educational partner's input stating that additional and highly qualified teachers at schools were helpful for students' academic growth.

Actions and Services (A/S) 1.3, 1.5, and 1.7 were deemed effective due to 100% of facilities met William's facility requirements and were considered in excellent condition. Educational partner's input also indicated that paraeducator professional learning increased the type of support students received in the classroom setting.

Action and Service (A/S) 1.6 were deemed effective due to 100% of Williams instructional material requirements being met by the District.

All actions were considered effective based on the progress seen in local data, such as facilities management and staff satisfaction with training supports. The actions supported 100% of improved facilities and met instructional materials requirements as reported by William Visits in September of 2023 (A/S 1.4, 1.5, 1.6, 1.7, 1.8). Elementary teachers and staff coaching support ensured that a high degree of instructional expertise was brought to the school site to enhance small-group instruction and mitigate learning loss effects (A/S 1.1, 1.2, 1.3). Beginning Teacher Support was a key component in ensuring that new teachers were provided with support to differentiate instruction for English learners and low-income students (A/S 1.1).

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 and Services (A/S) 1.3:

Human Resources and Special Education continue to collaborate with educational partners to increase paraeducator professional development and ensure the academic and social-emotional success of students. Program scheduling that requires paraprofessional attendance to attend training will be implemented in the next school year.

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

# Goals and Actions

## Goal

| Goal # | Description |
|---|---|
| 2 | Engage students who are English learners, foster youth, experiencing homelessness and from low-income backgrounds in a culturally responsive learning environment in which teachers have the knowledge and skills needed to implement a rigorous standards-based curriculum that enables students to meet or exceed standards in English language arts, mathematics, and science. (Priority 2 and 4) |

## Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| District Benchmark Assessments ELA Elementary Schools | In May 2021, 53% of 1st-6th grade students were proficient in reading as measured by the Star Reading Assessment | In March 2022, 65.73% of 1st-6th grade students were proficient in reading as measured by the Star Reading Assessment. | In March 2023, 67% of 1-6 grade students tested proficient in reading as measured by the Star Reading Assessment, a local district benchmark. English Learner = 24% Foster Youth = 31% Homeless = 34% Low Income = 55% Students w/ Disabilities = 32% | In March 2024, 62.1% of 2nd-6th grade students were proficient in reading as measured by the Star Reading Assessment. English Learner = 11% Foster Youth = 55% Homeless = 44% Low Income = 55% Students w/ Disabilities = 28% | By June 2024, 62% of 1st-6th grade students will be proficient in reading as measured by the Star Reading Assessment |
| District Benchmark Assessments Math Elementary Schools | In May 2021, 62% of 1st-6th grade students were proficient in math as measured by the Star Math Assessment | In March 2022, 71.03% of 1st-6th grade students were proficient in math as measured by the Star Math Assessment. | In March 2023, 68% of 1-6 grade students tested proficient in math as measured by the Star Math Assessment, a local district benchmark. | In March 2024, 58.4% of 2nd-6th grade students were proficient in math as measured by the Star Math Assessment. English Learner -16% | By June 2024, 70% of 1st-6th grade students will be proficient in math as measured by the Star Math Assessment |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | | | English Learner = 37%<br>Foster Youth = 23%<br>Homeless = 37%<br>Low Income = 56%<br>Students w/ Disabilities = 36% | Foster Youth - N/A<br>Homeless - N/A<br>Low Income - N/A<br>Students w/Disabilities - 25% | |
| District Benchmark Assessments ELA Secondary Schools | In May 2021, 56.4% of 7th -12th grade students were proficient in ELA using a local district benchmark given online. | In February/March of 2022, 51% of students grades 7-12 tested proficient in ELA using a local district benchmark. 53% of students met the 50% Student Growth Percentile goal on the STAR assessment. | In March 2023, 53% of students grades 7-12 tested proficient in ELA as measured by the Star Reading Assessment, a local district benchmark.<br>English Learner = 3%<br>Foster Youth = 28%<br>Homeless = 24%<br>Low Income = 41%<br>Students w/ Disabilities = 17% | In March 2024, 66.4% of 7th-12th grade students were proficient in ELA using a local district benchmark.<br>English Learner - 8.9%<br>Foster Youth - 24.1%<br>Homeless - 39.1%<br>Low Income - 42.9%<br>Students w/Disabilities - 27.1% | By June 2021, 60% of 7th-13th grade students will be proficient in ELA as measured by local district benchmarks. |
| District Benchmark Assessments Math Secondary Schools | In May 2021, 67.5% of 7th - 12th grade students were proficient according to MDTP assessments given online. | During the month of February/March, 52.7% of students tested proficient (met standard or exceeded) in math using a local district benchmark. | In March 2023, 50% of students grades 7-12 tested proficient in math as measured by a local district benchmark.<br>English Learner = 20%<br>Foster Youth = 27%<br>Homeless = 19%<br>Low Income = 45% | In March 2024, 56% of 7th-12th grade students were proficient in Math using a local district benchmark (benchmark 1).<br>English Learner - 28%<br>Foster Youth - 11%<br>Homeless - 47%<br>Low Income - 48% | By June 2024, 70% of 7th-12th grade math students will be proficient according to the MDTP assessments. |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | | | Students w/ Disabilities = 18% | Students w/Disabilities - N/A | |
| California Science Test (CAST) | CAST data from 2018-19 shows 43.47% of 5th, 8th, and HS students taking the CAST met or exceeded the standards | No Data Available | CAST data from 2021-22 shows 45% of 5th, 8th grade, and HS students met or exceeded standards. | CAST data from 2022-23, 47% of 5th, 8th, and HS students taking the CAST met or exceeded the standards. | By June 2024, 55% of 5th, 8th, and HS students taking the CAST will meet or exceed the standards |
| English Learner Reclassification Rate | The Reclassification rate data is as follows: 10.3% for 2018-19; 17% for 2019-20, an increase of 6.7 percentage points. This is approximately 23% of our English learner population. (Partial data) | The Reclassification Rate for 2020-21 was 9.4%, a decline of 7.6%. (CDE) | The Reclassification Rate for 2021-22 was 15.5% up from 10.8% in 2020-21. | The Reclassification Rate for 2022-23 was 26.5% up from 15.5% in 2022-23. | By June 2024, 30% of English Learners will be reclassified. |
| English Language Progress Rate | The English Language Progress Rate for 2018-19 was 58.4%. 2019-20 data unavailable due to suspension of ELPAC in 2019-20. | In lieu of CAASPP, we utilized district reading and math scores from the Renaissance STAR assessments. MDTP, Alex, and district created benchmarks were utilized in the secondary level math courses. | The English Language Progress Rate for 2021-22 was 58.2% bringing the rate back to pre pandemic progress and earning a high rating on the California Dashboard. | The English Language Progress Rate for 2022-23 was 56.2% a 2% decrease from 21-22 on the California Dashboard | By June 2024, 75% of English Learners will make progress towards English language proficiency. |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | | Elementary: STAR Reading data indicate: Overall EL ELA: 20.9% "At/Above" STAR Math data indicate: Overall EL Math: 35.4% "At/Above" grade level Secondary: ELA: Grade 7: 0 Grade 8: 0.7% scored proficient/advanced Grade 11: 0.9% scored proficient or advanced Math: Grade 7: 10.5% met/exceeded standards Grade 8: 12.1% met/exceeded standards Grade 11: 3% met/exceeded standards | | | |
| English Learner Roadmap Rubric | Levels 2 and 3 for EL roadmap rubric | In March 2022, 74% of elementary principals ranked their schools as a | In May of 2023, Elementary & Secondary principals focused on | In May of 2024, 68% of Elementary principals that focused on Welcoming ad | By June 2024, self ratings by admin and teachers should be closer to a 3 and 4 on |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | | developed (3) or well developed (4) on the EL Roadmap rubric. | Welcoming and Safe Environment; 77.8% of schools reported the principle as developed (3) or well developed (4) on the EL Roadmap rubric. | Safe Environments reported (3) developed or (4) well developed on the EL Roadmap rubric. | the EL Roadmap rubric. |
| ELPAC English Learner Proficiency Rate | ELPAC English learners proficient (Level 4) in 2018-19 was 16.40%; Note due to the suspension of ELPAC in 2019-20 this data is not available. | In the 2019-20 school year there were 3,356 students tested with scores, this number dropped by 734 students in the 2020-21 school year. According to DataQuest, the Language Proficiency Rate on the ELPAC was as follows: Percentage Rates 2020-21 School Year 22.5%  scored "4",  a 7% decrease from 2019-20 39.4%  scored "3",  a .2% decrease from 2019 -20 26.3%  scored "2",  a 4% increase from 2019-20 | In the 2020-21 school year there were 2462 students tested with scores, this number dropped by 160 students in the 2021-22 school year. According to DataQuest, the Language Proficiency Rate on the ELPAC was as follows: Percentage Rates 2021-22 School Year 27.3% scored "4", a 5% increase from 2020-21 39.2% scored "3", a .2% decrease from 2020-21 22.6% scored "2", a 3% decrease from 2020-21 | In the 2021-22 school year there were 2459 students tested with scores, this number dropped by 351 students in the 2022-23 school year. According to DataQuest, the Language Proficiency Rate on the ELPAC was as follows: Percentage Rates 2022-23 School Year 27.8% scored "4", a 5% increase from 2020-21 36.7% scored "3", a .2% decrease from 2020-21 22.7% scored "2", a 3% decrease from 2020-21 | By June 2024 50% of English learners will score level 4 ELPAC. |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | | 11.8% scored "1", a 2.6% increase from 2019 -20 | 10.8% scored "1", a 1% decrease from 2020-21 | 12.8% scored "1", a 1% decrease from 2020-21 | |

## 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.

Fully Implemented:
Actions (A/S) 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7:

Providing supplemental materials to school sites, notably to support intervention needs in reading and math to close the learning gap from lost time during COVID, was fully implemented (A/S 2.1). Academic coaching support, including data analysis for elementary teachers and administrators in Reading and Math, was fully implemented (A/S 2.2). Professional learning to improve teacher efficacy with data analysis was fully implemented for elementary and secondary teachers (A/S 2.4). Furthermore, secondary teacher's professional learning and curriculum development in Ethnic studies (A/S 2.5) and experiential learning in science (A/S 2.6) were fully implemented. This year, teacher and student support for English learners identified for Gifted and Talented Education (GATE) was implemented (A/S 2.3). Ensure targeted support for homeless students in math and reading was also fully implemented (A/S 2.7).

Success of Implementation:
Actions 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7:

ABC Unified District staff worked with school site principals and teachers to conduct a root cause analysis to determine areas of greatest need specific to the needs of low-income students in Math, including creating a districtwide math vision with defined objectives and professional development. Various educational partners contributed to the development of this math vision to ensure that supplemental materials, professional learning focus in math, and data analysis are working towards the identified needs of the student group and districtwide vision (A/S 2.1, 2.2, 2.4). Seven elementary schools with the highest-need student groups (low-income, EL, foster youth, and students without permanent housing) received math coaching centered around the mathematical practice standards, the District's four-pillar instructional framework, and student engagement with math tasks and data analysis (A/S 2.2, 2.4). In addition, vertical articulation (grades 6 and 7, and grades 8 and 9) focused on addressing structures and alignment of teaching practices to better support student success as they matriculate to higher grades (A/S 2.4).

180 elementary teachers received professional learning in best practices for implementing structured literacy, anchored in the Science of Reading through Summer professional learning opportunities, after-school sessions, and ongoing Communities of Practice focused on reading. Teachers from Melbourne Elementary, identified as a target school based on their CAASPP data in English Language, received 7 sessions of focused professional development around implementing small group instruction, data analysis, diagnostic tools, and instructional practices to support reading skill development (A/S 2.1, 2.4, 2.7). To support writing in upper elementary, all 6th-grade teachers received training addressing argument writing strategies.  In secondary, writing centers were established at all middle and high schools to support reading and writing for college and career. Reading Intervention teachers at the elementary level conducted data chats with grade level teams, goal-setting with students, provided support to teachers in the use of instructional materials and instructional strategies, training in the use of supplemental intervention curriculum and instructional strategies to support English Learners using the District adopted curriculum (A/S 2.1, 2.2, 2.3, 2.4 and 2.7). Additionally, cycles of inquiry and data analysis were conducted with Site Administrators and district teams to identify instructional practices best suited to meet English learner students' needs (A/S 2.4).

At the secondary level, Data Analysis sessions continue for secondary English, history, and math teachers to address the needs of students from low-income backgrounds and English Learners through culturally responsive instructional practices. Additionally, ethnic studies professional learning and coaching support allowed teachers to learn and create "Curriculum Units of Study," which incorporated culturally inclusive pedagogy and developed culturally relevant lessons for students (A/S 2.5). Student interviews regarding Ethnic studies experiences reflected increased connections to peers, their schools, and the academics they were learning.

Teaching and learning of the Next Generation Science Standards were strengthened through professional learning of a digital tool that allowed students to conduct investigations, experiments, and simulations of science content in grades 6 through 12 (A/S 2.6). Professional learning in throughout the year, specifically focused on the experience of science activities for low-income students. The district TOSA supported several Title I schools, helping build science labs and STEM activities. As part of the district's effort to create a positive culture around mathematics, the district included Math challenge activities for the District Elementary STEM Olympics for 4th-grade students (A/S 2.6). An intentional focus was placed on increasing the number of English Learners identified as Gifted and Talented. This included new teacher certification for 40  elementary teachers. Current data shows 223 multilingual learners identified as Gifted and Talented, 3 English Learners, 126 reclassified students (RFEP), and 94 students identified as initial fluent English proficient (IFEP) (A/S 2.3).

Challenges of Implementation:
Some professional learning sessions continued after school in 2023-2024, which meant that sessions were optional for teachers (A/S 2.2, 2.3, 2.4, 2.5). This continued to create challenges with ensuring that all staff receive consistent support using supplemental curricular materials, Math and Reading support, data analysis, Ethnic Studies, and Science. Approximately 54% of elementary teachers attended the after-school sessions in Reading and Math. Additionally, increasing the number of English Learners identified for GATE was limited (3 students) (A/S 2.3).

No planned actions were not implemented or implemented in a manner that differed substantively from the description 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.

There were no material differences.

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

Action 2.1 and 2.2 were deemed effective based on local benchmark assessment data (Elementary reading 61% at/above proficient, math 51% at/above proficient; Secondary reading 54% at/above proficient, math 56% at/above proficient), literacy improvements on local diagnostic (DIBELS) assessment for 87% of students who received targeted small group intervention support, and a decrease in the percentage of EL students who scored below grade level from Benchmark one to Benchmark two in the area of Reading (from 47.4% to 43%).

Action 2.3 was deemed effective based on the number of elementary teachers (40 teachers) receiving new GATE teacher certification as well as the number of multilingual learners identified as gifted and talented. However, the number of English learners with this designation is still limited.

Actions 2.4 and 2.5 were deemed effective based on secondary teacher participation in data analysis and planning for Ethnic Studies units. 88% of teachers reported that the sessions positively impacted their teaching and students' learning.

Action 2.6 was deemed effective based on CAST data; 45% of 5th, 8th grade, and HS students met or exceeded standards in 2021-2022. Pre-pandemic, in 2018-2019, 43.4% of 5th, 8th grade, and HS students met or exceeded standards, demonstrating our actions of including investigations and experiments to teachers' professional learning and students' enrichment experiences with STEM is improving learning for our students.

Action 2.7 was deemed effective based on growth for elementary students without permanent housing on local metrics (from 23.3% to 32.4% in ELA grades 3-6)

All actions were considered effective based on the progress seen in local data, such as district benchmark assessments for reading and math, teacher participation in coaching and professional learning for data analysis, curriculum development, specialized certification, and targeted support for specialized groups of students (English learners, low-income, and students without permanent housing (A/S 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7). Collaboration between school site reading intervention specialists, District program specialists, and Site Administrators focused on effective practices (targeted small group instruction in elementary, data chats, vertical articulation from elementary to secondary, facilitation of data analysis, the use of supplemental materials, and academic interventions) contribute to student academic motivation and improved student outcomes.

| 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. |
|---|

In reflecting on the goals and desired outcomes, some staff who work in communities with high-need student populations are not utilizing optional professional learning sessions. A more comprehensive plan to provide job-embedded professional learning and to work alongside school site teams on targeted support will be developed for the 2024-2025 school year.

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

## Goals and Actions

### Goal

| Goal # | Description |
|---|---|
| 3 | Provide English learners access to EL specified programs and services, and teachers who implement the ELD standards using effective instructional strategies to increase students English proficiency in listening, speaking, reading, and writing, enabling students to meet the criteria for reclassification. (Priority 2 and 4) |

### Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| English Learner Reclassification Rate | The Reclassification rate data is as follows: 2018-19, 10.3%; 2019-20 17%, an increase of 6.7 percentage points. This is approximately 23% of our English learner population. (Partial data) | In the 2020-21 school year the reclassification rate was 9.4%, a decline of 7.6%. (CDE) | In the 2021-22 school year the reclassification rate was 15.5% an increase of 6.1%. (CDE) | The Reclassification Rate for 2022-23 was 26.5% up from 15.5% in 2022-23. | By June 2024, 30% of English learners will be reclassified. |
| English Language Progress Indicator | The English Language Progress Rate for 2018-19 was 58.4%. 2019-20 data unavailable due to ELPAC Suspended in 2019-20. | In lieu of CAASPP, we utilized district reading and math scores from the Renaissance STAR assessments. MDTP, Alex, and district created benchmarks were utilized in the secondary level math courses. Elementary: | The English Language Progress Rate for 2021-22 was 58.2% bringing the rate back to pre pandemic progress and earning a high rating on the California Dashboard. | The English Language Progress Rate for 2022-23 was 56.2% a 2% decrease from 21-22 on the California Dashboard | By June 2024, 75% of English learners will make progress towards language proficiency. |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | | STAR Reading data indicate: Overall EL ELA: 20.9% "At/Above" STAR Math data indicate: Overall EL Math: 35.4% "At/Above" grade level Secondary: ELA: Grade 7: 0 Grade 8: 0.7% scored proficient/advanced Grade 11: 0.9% scored proficient or advanced Math: Grade 7: 10.5% met/exceeded standards Grade 8: 12.1% met/exceeded standards Grade 11: 3% met/exceeded standards | | | |
| English Learner Roadmap Rubric | Levels 2 and 3 for EL roadmap rubric | In March 2022, 74% of elementary principals ranked their schools as a developed (3) or well | In May of 2023, Elementary & Secondary principals focused on Welcoming and Safe Environment; 77.8% | In May of 2024, 68% of Elementary principals that focused on Welcoming ad Safe Environments reported (3) | By June 2024, self ratings by admin and teachers should be closer to a 3 and 4 on the EL Roadmap rubric. |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | | developed (4) on the EL Roadmap rubric. | of schools reported the principle as developed (3) or well developed (4) on the EL Roadmap rubric. | developed or (4) well developed on the EL Roadmap rubric. | |
| ELPAC English Learner Proficiency Rate | ELPAC English learners proficient (Level 4) in 2018-19 was 16.40%; Note due to the suspension of ELPAC in 2019-20 this data is not available. | In the 2019-20 school year there were 3,356 students tested with scores, this number dropped by 734 students in the 2020-21 school year. According to DataQuest, the Language Proficiency Rate on the ELPAC was as follows: Percentage Rates 2020-21 School Year 22.5%  scored "4",  a 7% decrease from 2019-20 39.4%  scored "3",  a .2% decrease from 2019 -20 26.3%  scored "2",  a 4% increase from 2019-20 11.8%  scored "1",  a 2.6% increase from 2019 -20 | In the 2020-21 school year there were 2462 students tested with scores, this number dropped by 160 students in the 2021-22 school year. According to DataQuest, the Language Proficiency Rate on the ELPAC was as follows: Percentage Rates 2021-22 School Year 27.3% scored "4", a 5% increase from 2020-21 39.2% scored "3", a .2% decrease from 2020-21 22.6% scored "2", a 3% decrease from 2020-21 10.8% scored "1", a 1% decrease from 2020-21 | In the 2021-22 school year there were 2459 students tested with scores, this number dropped by 351 students in the 2022-23 school year. According to DataQuest, the Language Proficiency Rate on the ELPAC was as follows: Percentage Rates 2022-23 School Year 27.8% scored "4", a 5% increase from 2020-21 36.7% scored "3", a .2% decrease from 2020-21 22.7% scored "2", a 3% decrease from 2020-21 12.8% scored "1", a 1% decrease from 2020-21 | By June 2024 50% of English learners will score level 4 on ELPAC. |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| CAASPP ELA | 2018-19 CAASPP ELA - 66.08% met or exceed standards: African American- 56.18%,  Hispanic or Latino- 52.18%, Pacific Islander- 57.89%, SED- 52.10%, SWD- 25.08%, Homeless- 33.33%, English learners - 29.98% | In lieu of CAASPP, in March 2022, 65.73% of 1st-6th grade students were proficient in reading as measured by the Star Reading Assessment. In February/March of 2022, 51% of students grades 7-12 tested proficient in ELA using a local district benchmark. 53% of students met the 50% Student Growth Percentile goal on the STAR assessment.**Results for CAASPP are available in July 2022. | In the 2021-22 school year, 64.5% of students met or exceeded the standard for the CAASPP ELA, a 1.5% decrease from 2020-21. EL= 21.3% Foster= 24.1% Homeless= 26% SED= 52.7% SWD= 24.1 | In Spring of 2023, 64% of students met or exceeded standards. EL - 15% Low Income - 53% Student with DIsabilities - 24% Homeless - 36% Foster Youth - 12% | 2023-24 CAASPP ELA - 70% met or exceed standards: African American- 62%,  Hispanic or Latino- 60%, Pacific Islander- 65%, SED- 60%, SWD- 35%, Homeless- 45%, English learners - 42% |
| CAASPP Math | 2018-19 CAASPP Math- 54.90% met or exceed standards: African American- 39.13%,Hispanic or Latino- 37.24%, Pacific Islander- 38.6%, SED- 38.89%, SWD- 27.87%, Homeless- 19.35%, English learners- 24.33% | In lieu of CAASPP, in March 2022, 71.03% of 1st-6th grade students were proficient in math as measured by the Star Math Assessment. During the month of February/March 2022, 52.7% of students tested proficient (met standard or exceeded) | In the 2021-22 school year, 49.3% of students met or exceeded the standard for the CAASPP Math, a 5.7% decrease from 2020-21. EL= 13.5% Foster= 13.7% Homeless= 13% SED= 35.6% | In Spring of 2023, 52% of students met or exceeded standards. EL - 13% Low Income - 38% Students with Disabilities - 20% Homeless - 24% Foster Youth - 11% | 2023-24 CAASPP Math: 64% met or exceed standards: African American- 51%, American Indian,  Hispanic or Latino- 50%, Pacific Islander- 45%, SED- 50%, SWD- 35%, Homeless- 30%, English learners- 36% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | | in math using a local district benchmark. **Results for CAASPP are available in July 2022. | SWD= 19.3% | | |
| CAA ELA | 52.06% of students in grades 3-8 and 11 taking the 2019 CAA in ELA achieved a level 2 or 3. | Data not available | In 2021-22 60.8% of students taking the CAA in ELA achieved a level 2 or 3. | In Spring of 2023, 7% of students met standards. EL - 8% Low Income - 5% | An increase to 55.06% in CAA ELA |
| CAA Math | 22.2% of students in grades 3-8 and 11 taking the 2019 CAA in math achieved a level 2 or 3. | Data not available. | In 2021-22 36% of students taking the CAA in Math achieved a level of 2 or 3. | In Spring of 2023, 7% of students met standards. EL - 8% Low Income - 5% | An increase to 25.2% in CAA Math |
| California Science Test (CAST) | CAST data from 2018- 19 shows 43.47% of 5th, 8th, and HS students taking the CAST met or exceeded the standards | Data not available. | In 2021-22 45.1% of students taking the CAST met or exceeded the standard for Science. | In Spring of 2023, 47% of students met or exceeded standards. EL - 2% Low Income - 34% Students with Disabilities - 14% Homeless - 31% Foster Youth - 0% | By June 2024, 55% of 5th, 8th, and HS students taking the CAST will meet or exceed the standards |
| District Benchmark Assessments ELA Elementary Schools | By May 2021, 53% of 1st-6th grade students were proficient in reading as measured | In March 2022, 65.73% of 1st-6th grade students were proficient in reading as measured by the | In March 2023, 67% of 1-6 grade students tested proficient in reading as measured by the Star Reading | In March 2024, 62.1% of 2nd-6th grade students were proficient in reading as measured by the | By June 2024, 62% of 1st-6th grade students will be proficient in reading as measured |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | by the Star Reading Assessment | Star Reading Assessment. | Assessment, a local district benchmark. English Learner = 24% Foster Youth = 31% Homeless = 34% Low Income = 55% Students w/ Disabilities = 32% | Star Reading Assessment. English Learner = 11% Foster Youth = 55% Homeless = 44% Low Income = 55% Students w/ Disabilities = 28% | by the Star Reading Assessment |
| District Benchmark Assessments Math Elementary Schools | By May 2021, 62% of 1st-6th grade students were proficient in math as measured by the Star Math Assessment | In March 2022, 71.03% of 1st-6th grade students were proficient in math as measured by the Star Math Assessment. | In March 2023, 68% of 1-6 grade students tested proficient in math as measured by the Star Math Assessment, a local district benchmark. English Learner = 37% Foster Youth = 23% Homeless = 37% Low Income = 56% Students w/ Disabilities = 36% | In March 2024, 58.4% of 2nd-6th grade students were proficient in math as measured by the Star Math Assessment. English Learner -16% Foster Youth - N/A Homeless - N/A Low Income - N/A Students w/Disabilities - 25% | By June 2024, 70% of 1st-6th grade students will be proficient in math as measured by the Star Math Assessment |
| District Benchmark Assessments ELA Secondary Schools | In May 2021, 56.4% of 7th -12th grade students were proficient in ELA using a local district benchmark administered virtually. | In February/March of 2022, 51% of students grades 7-12 tested proficient in ELA using a local district benchmark. 53% of students met the 50% Student Growth | In March 2023, 53% of students grades 7-12 tested proficient in ELA as measured by the Star Reading Assessment, a local district benchmark. English Learner = 3% Foster Youth = 28% | In March 2024, 66.4% of 7th-12th grade students were proficient in ELA using a local district benchmark. English Learner = % Foster Youth = % Homeless = % | By June 2024, 60% of 7th-13th grade students will be proficient in ELA as measured by local district benchmarks. |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | | Percentile goal on the STAR assessment. | Homeless = 24%<br>Low Income = 41%<br>Students w/ Disabilities = 17% | Low Income = %<br>Students w/ Disabilities = % | |
| District Benchmark Assessments  Math Secondary Schools | In May 2021, 67.5% of 7th - 12th grade students were proficient according to MDTP assessments administered virtually. | During the month of February/March 2022, 52.7% of students tested proficient (met standard or exceeded) in math using a local district benchmark | In March 2023, 50% of students grades 7-12 tested proficient in math as measured by a local district benchmark.<br>English Learner = 20%<br>Foster Youth = 27%<br>Homeless = 19%<br>Low Income = 45%<br>Students w/ Disabilities = 18% | In March 2024, 56% of 7th-12th grade students were proficient in Math using a local district benchmark (benchmark 1).<br>English Learner - 28%<br>Foster Youth - 11%<br>Homeless - 47%<br>Low Income - 48%<br>Students w/Disabilities - N/A | By June 2024, 70% of 7th-12th grade math students will be proficient according to the MDTP assessments. |
| Early Assessment Program (EAP) results | In 2018-19, the EAP baseline for students at Level 4 was 41%ELA and 28% Math. 2019-20 EAP data was not available due to the suspension of the State Assessments | 33% of students in grade 11 tested proficient in ELA using a local district Benchmark. 38% of students in grade 11 tested proficient in Math using local district Benchmark. | 2021-22 data:<br>Percentage of students proficient in ELA: 41.5%<br>Math: 26.4% | 2022-23 data:<br>Percentage of students proficient in ELA: 42.6%<br>Math: 25.4% | By June 2024, 45% of students in ELA and 32% of students in Math will score at Level 4 on the EAP. |

## *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.

Fully Implemented:
Actions and services (A/S) 3.1, 3.2, 3.3, 3.4, 3.6

Actions and services related to English learner (EL) support systems providing a strong instructional focus based on the English learner roadmap, ELPAC assessment and data analysis, curriculum, and pedagogy alignment were fully implemented (A/S 3.1, 3.2, and 3.3). Paraeducators to provide small group academic support to English Learners was fully implemented at Artesia and Gahr High Schools (A/S 3.4). Additional English Learner counselors were hired to directly support students in monitoring their academic progress, improving reclassification rates, and access to college and career resources/programs; this action was fully implemented (A/S 3.6).

Action and service (A/S) 3.5 fully implemented:
The summer Language Excels program, designed to provide additional instruction in reading, math, and social-emotional support at both the middle and high school levels, was fully implemented. 58 English Learners in grades 7-12 participated in this program.

Successes of Implementation:
Actions and services (A/S) 3.1, 3.2, 3.3, 3.5, 3.6

Professional learning on the EL Roadmap Principles included opportunities for principals to collaborate with their colleagues and participate in walk-throughs of each others' sites to observe EL best practices, strategies, and resources to support students' English proficiency and mastery of grade-level standards. Principals developed an action plan based on the Plan-Do-Study-Act (PDSA) cycle and provided feedback on each others' goals and site observations (A/S 3.1).

A new District EL Program Specialist was hired to focus specifically on the needs of our English learners. She conducted a needs assessment at the beginning of the year with results showing the need to redirect focus towards targeted interventions for English learners and support for our dually identified students - English Learners who are also students with disabilities. Monthly meetings for English Learner Program Designees focused on reclassifying English Learners, especially those considered dually identified, monitoring recently reclassified students and understanding the ELPAC and accessibility supports available. The program specialist collaborated with the Special Education department to ensure proper training and communication to IEP case carriers at the schools to ensure appropriate support is provided to students. Additionally, the program specialist worked closely with the District Language Assessment Center team to refine systems and processes for administering the initial and summative ELPAC and Alternate ELPAC. Additional professional learning and training on the ELPAC were also provided to the team. The district also formed an EL working group committee of district staff and site administrators to review PDSA cycles and determine best practices to support English learners across the district (A/S 3.2, 3.3).

English learners in grades 7-12 participated in the summer Language Excels program and experienced elective coursework and CTE offerings. Students also engaged in various enrichment opportunities, learning about music production, cartooning art, financial literacy, and attending a field trip to SoFi Stadium (A/S 3.5).

We continued to expand the support of EL counselors to more elementary schools to serve approximately 1,021 students. At the elementary schools, counseling services included social-emotional consultations, one-to-one academic check-in meetings, ELPAC data chat sessions, and transition support for 6th-grade students moving to middle school. Additionally, EL counselors collaborated with the principal and the English Learner Program Designees to provide professional learning on best practices for EL students and the EL Roadmap principles. Counselors also helped to organize various schoolwide multicultural events and parent workshops/meetings. At the middle and high schools, EL counselors continued to establish monthly goals to ensure students' academic progress, social-emotional wellness, and college/career readiness. Counselors could also conduct transcript reviews and academic plan development for English learners. They facilitated the recruitment of students, ensuring their inclusion in enrichment activities and summer learning programs (A/S 3.6).

Challenges of Implementation:
Actions and services (A/S) 3.1, 3.4

While the Secondary Curriculum and Professional Learning team began to implement professional learning on data analysis for teachers in the English/ELD departments at the secondary schools, this is an area of continued growth for next year (A/S 3.1). Teachers engaged in a lesson study, choosing student engagement strategies to implement, and developed formative assessments based on the analysis of the first district benchmark assessments. After implementing lessons, the district's ELA conducted learning walks with teachers to observe instructional practices. Teachers, for the most part, found this experience valuable, especially as they had the opportunity to collaborate on developing common assessments. However, the site administrators were not directly involved in these professional learning days. Connecting the principals' learning on the EL Roadmap principles and the data analysis/lesson study professional learning days would have strengthened the process and outcomes for teachers and students. Extending professional learning to address consistent support and practices for teachers across school sites will be a needed focus for the 2024-2025 school year (A/S 3.1).

Paraeducators worked directly with English learners at the high schools by providing small-group support in assignment completion and class participation. Further training on evidence-based strategies for supporting English Learners is needed to effectively meet students' needs. Providing professional development for paraeducators was a challenge as they were needed to support students during the day (A/S 3.4).

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 the Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services due to the increased costs of salaries for English learner counselors (A/S 3.6).

Actions 3.1, 3.2, 3.3, 3.4, and 3.5 were deemed effective based on the increase in reclassification rates for English Learners and dually identified English Learners (9.7% and 16% respectively from 2022-2023), an increase in A-G rates (12.4% increase from 2022-2023), and an increase of parent satisfaction with EL programming and services provided to students on the EL needs assessment survey results (4% increase from 2022-2023).

Action 3.6 was deemed effective based on increased reclassification rates for English Learners and dually identified English Learners (9.7% and 16% respectively from 2022-2023), a rise in graduation rates (6.1% from 2022-2023), an increase in A-G rates (12.4% increase from 2022-2023), decrease in chronic absenteeism (decreased by 6.1% from 2022-2023) and educational partners' input, including parents, students, and staff, indicating further support for continuing the services provided by the EL counselors.

All actions were considered effective based on the progress seen in local data, such as reclassification rates, graduation rate, A-G rate, chronic absenteeism rate, data from student voice forums, and parent survey results (A/S 3.1, 3.2, 3.3, 3.4, 3.5, 3.6). The work of the EL Counselors provided intentional support for English Learners in increasing reclassification rates, improving academic progress, ensuring course access, and improving confidence and motivation in students' attitudes about school. Based on the 2023-2024 EL Parent Needs Assessment, parent engagement in workshops and their perceptions about EL programs and overall safety/connectedness also increased (A/S 3.6).

There were no changes to the planned goal or actions.

While the efforts of English learner counselors and the cross-collaboration between various district departments and site staff helped to increase metrics such as reclassification, graduation, and parent engagement rates, the achievement gap between the performance of English learners and other student groups continues to persist as evidenced by scores on the CAASPP. 15% of English learners met or exceeded the standard on the ELA CAASPP, while only 13% of ELs met or exceeded the standard on the Math CAASPP. Additionally, 20% of ELs scored proficient on the district elementary benchmark in ELA, and 26% of ELs scored proficient in math. At the secondary level, only 2% scored proficient on the district benchmark in ELA, and 28% scored proficient in math. Upon reflection, we need to develop support structures and provide targeted professional learning to address ELA and math achievement for English learners, specifically for our long-term English learners.

The data also show that an intentional focus on designated and integrated ELD instruction must be a priority in the coming year. Results from the Teacher Professional Learning Survey administered in the Spring 2024 indicated that teachers in both elementary and secondary schools need additional support in integrating ELD instructional strategies and ELD standards. Similarly, principals also prioritized effective strategies for English learners for academics for the 2024-2025 school year (A/S 3.1, 3.2, and 3.3).

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

## Goals and Actions

### Goal

| Goal # | Description |
|---|---|
| 4 | Ensure that all students graduate high school in four years and have equitable access to a broad course offering and enriched learning opportunities that promotes college and career readiness and technology advancement for successful engagement in citizenship in a global society. (Priority 5, 7 and 8) |

### Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| CAASPP ELA | 2018-19 CAASPP ELA - 66.08% met or exceed standards: African American- 56.18%, Hispanic or Latino- 52.18%, Pacific Islander- 57.89%, SED- 52.10%, SWD- 25.08%, Homeless- 33.33%, English learners - 29.98% | In lieu of CAASPP, in March 2022, 65.73% of 1st-6th grade students were proficient in reading as measured by the Star Reading Assessment. In February/March of 2022, 51% of students grades 7-12 tested proficient in ELA using a local district benchmark. 53% of students met the 50% Student Growth Percentile goal on the STAR assessment.**Results for CAASPP are available in July 2022. | 2021-22 CAASPP ELA- 64.5% of students met or exceeded the standard, a 1.5% decrease from 2020-21. EL= 21.3% Foster= 24.1% Homeless= 26% SED= 52.7% SWD= 24.1% | In Spring of 2023, 64% of students met or exceeded standards. EL - 15% Low Income - 53% Student with Disabilities - 24% Homeless - 36% Foster Youth - 12% | 2023-24 CAASPP ELA - 70% met or exceed standards: African American- 62%, Hispanic or Latino- 60%, Pacific Islander- 65%, SED- 60%, SWD- 35%, Homeless- 45%, English learners - 42% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| CAASPP Math | 2018-19 CAASPP Math- 54.90% met or exceed standards: African American- 39.13%, American Indian,  Hispanic or Latino- 37.24%, Pacific Islander- 38.6%, SED- 38.89%, SWD- 27.87%, Homeless- 19.35%, English learners- 24.33% | In lieu of CAASPP, in March 2022, 71.03% of 1st-6th grade students were proficient in math as measured by the Star Math Assessment. During the month of February/March 2022, 52.7% of students tested proficient (met standard or exceeded) in math using a local district benchmark. **Results for CAASPP are available in July 2022. | 2021-22 CAASPP Math- 49.3% of students met or exceeded the standard, a 5.7% decrease from 2020-21. EL= 13.5% Foster= 13.7% Homeless= 13% SED= 35.6% SWD= 19.3% | In Spring of 2023, 52% of students met or exceeded standards. EL - 13% Low Income - 38% Students with Disabilities - 20% Homeless - 24% Foster Youth - 11% | 2023-24 CAASPP Math: 64% met or exceed standards: African American- 51%, American Indian,  Hispanic or Latino- 50%, Pacific Islander- 45%, SED- 50%, SWD- 35%, Homeless- 30%, English learners- 36% |
| CAA ELA | 52.06% of students in grades 3-8 and 11 taking the 2019 CAA in ELA achieved a level 2 or 3. | Data is not available. | 60.8% of students taking the 2021-22 CAA in ELA achieved a level 2 or 3. | In Spring of 2023, 7% of students met standards. EL - 8% Low Income - 5% | An increase to 55.06% in CAA ELA |
| CAA Math | 22.2% of students in grades 3-8 and 11 taking the 2019 CAA in math achieved a level 2 or 3 | Data is not available. | 36% of students taking the 2021-22 CAA in Math achieved a level of 2 or 3. | In Spring of 2023, 7% of students met standards. EL - 8% Low Income - 5% | An increase to 25.2% in CAA Math |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| College and Career Indicator | Overall = 61.1% prepared<br>English learners = 24.3% prepared<br>SED 51.3% prepared<br>Homeless = 26.1% prepared | 461 students in the combined graduation rate completed at least one CTE Pathway with a C- or better in the capstone course (source: CCI)**<br>Overall = 28.0%<br>EL = 29.9%<br>SED = 28.4%<br>SWD = 25.6%<br>African American = 23.1%<br>Hispanic = 27.8% | *Not reported in 2022 | In 2023, 61% of students in grade 12 were identified as prepared for College and Career. | By June 2024, 64% of students in grade 12 will be identified as prepared for College and Career. |
| Graduation Rate | Graduation rate is currently reported at 98.5%<br>SED = 97.8%<br>English learners = 80%<br>**based on minimum state requirement of 130 credits | Graduation rate is currently reported at 94.5% (4 year cohort). 96.3% (seniors class)<br>SED = 93.4%<br>English learners = 87.3% | Graduation rate for 2021-22 is reported at 96.6% (4 year cohort)<br>SED 95.8%<br>Foster 56.3%<br>EL 89.9%<br>SWD 87.9%<br>Homeless 89.5% | Graduation rate 2022-23 is reported at 94.5% ( 4 year cohort)<br>SED = 93.2%<br>Foster = 60.0%<br>EL = 92.8%<br>SWD = 85.7%<br>Homeless = 73.7% | By June 2024, 98.5% graduation rate will maintain, and maintain 80%. |
| A-G Grad Rate | According to CALPADS reporting data, 58.9% of students in ABC Unified graduated with A-G completion.<br>EL = 9.8%<br>SED = 48.7%<br>Foster = 25% | According to CALPADS reporting data, 60.5% of students in ABC Unified graduated with A-G completion.<br>EL = 30.3%<br>SED = 50.3%<br>Foster = 57.1% | According to CALPADS reporting data, 59.9% of students in ABC Unified graduated with A-G completion.<br>EL = 10.5%<br>SED = 48.0%<br>Foster = 16.7% | According to CALPADS reporting data, 61.9% of students in ABC Unified graduated with A-G completion.<br>EL = 22.9%<br>SED = 52.9%<br>Foster = 14.3% | By June of 2024, 61% of students in ABC Unified with graduate with A-G completion. |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | African American = 50.4%<br>Hispanic = 44.4% | African American = 51.8%<br>Hispanic = 44.9% | Homeless = 16.7%<br>SWD = 8.5% | Homeless = 25.0%<br>SWD = 12.7% | |
| SAT/ACT Prep Academy | Average point gain on SAT in 2017-18 was 110 points; in 2018-19 point gain was 100 points. Program suspended in 2019-20. | Program suspended for the 2020-21 school year due to COVID. | Average point gain on SAT in 2021-22 was 143.<br><br>(2/4 HS reported) | Average point gain on SAT in 2022-23 was | By June 2024, increase average point gain by 10% each year on SAT/ACT exams. |
| AVID | Academic Progress AVID 7 - 12 grade students:<br>ELA - 93% Met Standard<br>Math - 90% Met Standard | 80% of students scored proficient as measured by local district benchmark for Grades 7-8. 63% of students in grade 11 scored proficient as measured by local district benchmark, | 36.6% of AVID students grades 7-12 scored proficient in ELA using a local district benchmark. 47.1% of AVID students grades 7-12 scored proficient in Math using a local district benchmark. | 39.8% of AVID students grades 7-12 scored proficient in ELA using a local district benchmark. | By June 2024, increase academic progress in ELA and math by 5%. |
| Student Access to Devices, Internet and Tech Support | The 4 C's as Foundational Skills for Productivity:<br>Low-income students will show a 6% increase annually. SAMR as an Extension of how the 4C's can be integrated:<br>The baseline data collected in 2020-21 | The 4 C's as Foundational Skills for Productivity:<br>Low-income students will show a 6% increase annually. SAMR as an Extension of how the 4C's can be integrated:<br>The baseline data collected in 2020-21 | In the 2021-22 school year, 71.5% of low income students reported an overall understanding of the 4Cs. 4Cs data by skill as indicated by student experiences:<br>Collaboration: 80%<br>Communication: 80.3% | In the 2022-23 school year, 67% of low income students reported an overall understanding of the 4Cs. 4Cs data by skill as indicated by student experiences:<br>Collaboration - 78%<br>Communication - 58%<br>Critical Thinking - 65%<br>Creativity - 67% | 2021-22, the baseline data collected in 2022-23 the data will indicate a 6% annual increase in the percentage of students who demonstrate digital proficiency in the 4Cs. I |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | will show a 6% increase annually with low-income students who demonstrate digital proficiency levels in the Substitution - Augmentation - Modification - Redefinition (SAMR) model by progressing from "substitution" to "redefinition," ensuring improved digital integration in the subject matter (e.g. English, math, science, etc.) and higher summative assessments. | will show a 6% increase annually with low-income students who demonstrate digital proficiency levels in the Substitution - Augmentation - Modification - Redefinition (SAMR) model by progressing from "substitution" to "redefinition," ensuring improved digital integration in the subject matter (e.g. English, math, science, etc.) and higher summative assessments. | Critical Thinking: 65.6% Creativity 59.8% (student perception data) | (student perception data)<br><br>In March of 2024, 100% of students have access to a 1:1 device the classroom, while 35% of those students have access to a 1:1 take home device | |
| Career Technical Education (CTE) Pathway Completion | According to CALPADS reporting data, there were 436 students who successfully completed a CTE pathway: Overall = 27.2%. EL = 23.5% SED = 26.2% SWD = 38.1% African American = 21.7% | 461 students in the combined graduation rate completed at least one CTE Pathway with a C- or better in the capstone course (source: CCI)** Overall = 28.0% EL = 29.9% SED = 28.4% SWD = 25.6% African American = 23.1% | In 2021-22, there were 541 CTE completers: Overall = EL = 6.3% SED = 50.1% Foster = 0.5% Homeless = 0% SWD = 11.6% | In 2022-23, there were 695 CTE completers: EL= 4.0% SED= 56.9% Foster = 0.3% Homeless = 0.8% SWD = 11.4% | 2023-24 CTE Pathway Completion: Overall = 30.2%.; EL = 26.5%; SED = 29.2%; SWD = 40%; African American = 24%; Hispanic = 31%; Foster = 2%; Homeless = 2% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | Hispanic = 27.9% | Hispanic = 27.8% | | | |
| AVID | Graduation data: 100% of AVID students graduated on time. | Graduation data: 100% of AVID students graduated on time. | Graduation data: 100% of AVID students graduated on time. (2021-22) | Graduation data: 100% of AVID students graduated on time. (2022-23) | By June 2024, maintain 100% graduation rate for AVID students. |
| AP Pass Rate | 75% of students who took the AP Exam in the Spring of 2020 scored a 3 or higher. | 70% of students who took the AP Exam in the Spring of 2021 scored a 3 or higher.<br><br>Four-year cohort graduation rate cohort for AP exams:<br>All students: 31%<br>African American - 12.1%<br>Hispanic - 12.7%<br>EL - 7.0%<br>SED - 19.2%<br>SWD - 2.9%<br>Foster - 0%<br>Homeless Students - 8.3% | 78.3% of students who took the AP Exam in the Spring of 2022 scored a 3 or higher. | 80% of students who took AP Exams in the Spring of 2023 scored a 3 or higher. | By June 2024, 77% of students who take the AP Exam will score a 3 or higher. |
| High School Drop Out Rate | The high school drop out for 2019-20 was 1.5% | The high school drop out for 2020-21 was 4.3% | The high school drop out rate for 2021-22 was 1.3% a decrease of 3%. | The high school drop out rate for 2022-23 was 1.6% an increase of .3% | By June 2024, the high school drop out rate will be 1%. |
| Middle School Drop Out Rate | The middle school drop out rate was 0%. | The middle school drop out rate for 2020-21 was 0%. | The middle school drop out rate for 2021-22 was 0% | The middle school drop out rate for 2022-23 was 0.2% | By June 2021, the middle school drop |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | | | | | out rate will maintain at 0%. |
| Attendance Rate | The District attendance rate in the spring of 2020 was 96.5%. This was based on 124 instructional days due to COVID end of year rate.<br>SED: 95.7%<br>EL: 95.9%<br>Foster: 92.5%<br>Homeless: 90.7%<br>SWD: 94.7% | The District attendance rate in the of 2021 was 97.2%.<br>SED: 96.4%<br>EL: 95.5%<br>Foster: 93.3%<br>Homeless: 88.5%<br>SWD: 94.9% | The District attendance rate in 2022 was 93%<br>EL 91.1%<br>Foster: 92.5%<br>Homeless: 76.8%<br>SED 91.7%<br>SWD 90.7% | The District attendance rate in 2023 was 93.8%<br>EL 91.7%<br>Foster 92.1%<br>Homeless 67.8%<br>SED 92.7% | 2023-24, there will be a 1.5% increase in the overall district attendance rate and a 2% increase in the attendance rate for each of the "at promise' student subgroups. |
| Work-Based Learning | 114 high school students participated in a paid/unpaid internship that was coordinated by the district.<br>EL= 14%<br>SED= 71%<br>Foster= 5.26% | 148 high school students participated in a paid/unpaid internship that was coordinated by the district (July 1, 2021 - June 30, 2022)<br>EL= 10%<br>SED= 81%<br>Foster= 0% | 148 high school students participated in a paid/unpaid internship that was coordinated by the district (July 1, 2021 - June 30, 2022)<br>EL= 10%<br>SED= 81%<br>Foster= 0% | | 2023-24, there will be a 3% increase in the total number of high school students who are participating in a paid/unpaid internship that is coordinated by the district. |
| Chronic Absenteeism Rate | 2018-19 Data (Based on 180 student days)<br>Overall 7.0%<br>EL 7.9<br>SED 10.1<br>Foster 19.1 | 2020-21 Data<br>Overall 6.9%<br>EL 11.5%<br>SED 9.7%<br>Foster 18.4%<br>Homeless 31.9% | 21-22 Data<br>Overall 32%<br>African American 43%<br>EL 41%<br>Foster 16%<br>Hispanic 43% | 22-23 Data<br>Overall 16.3%<br>African American 21.3%<br>EL 23.9%<br>Foster 26.6% | By 2023-24<br>Based on 18-19 data. ABC will reduce the chronic absenteeism rate to the following:<br>Overall -1% to 6.0% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | Homeless 26.2<br>African American 11.5%<br>Hispanic 8.8%<br>SpEd 14.1%<br><br>2019-20 Data (Based on 124 days)<br>Overall 6.8%<br>EL 8.7%<br>SED 9.6%<br>Foster 18.0%<br>Homeless 26.1%<br>African American 9.0%<br>Hispanic 9.3<br>SpEd 14% | African American 10.9%<br>Hispanic 10.4%<br>SpEd 13.2% | SED 39%<br>SWD 41% | Hispanic 22.5%<br>SED 21.6%<br>SWD 26.4% | EL -1.9% to 6.0%<br>SED -1.9% to 8.5%<br>Foster -3% to 16.1%<br>Homeless -4% to 22.1%<br>African American -3% to 8.5%<br>Hispanic -2.8 % to 6.0%<br>SpEd -1.9 % to 12.1% |
| College/Career Ready: Completed A-G AND One CTE Pathway | Source: California Dashboard 2021<br>All students: 17.7%<br>African American - 12.4%<br>Hispanic - 12.6%<br>English Learners - 10.9%<br>SED - 15.6%<br>SWD - 2.0%<br>Foster - 0%<br>Homeless - 7.9% | Source: California Dashboard 2021<br>All students: 17.7%<br>African American - 12.4%<br>Hispanic - 12.6%<br>English Learners - 10.9%<br>SED - 15.6%<br>SWD - 2.0%<br>Foster - 0%<br>Homeless - 7.9% | Source California Dashboard 2022<br>All students 21.4%<br>African American - 13.1%<br>Hispanic - 15.8%<br>English Learners - 8.2%<br>Foster 5.9%<br>SED 17.0%<br>SWD 4.1%<br>Homeless 2.6% | Source California Dashboard 2023<br>All students 24.5%<br>African American 18.9%<br>Hispanic 15.1%<br>English Learner 7.2%<br>Foster 7.1%<br>SED 19.9%<br>SWD 5.5%<br>Homeless 10.0% | ABC will work towards a minimum of 2% increase in all areas<br>All students: 20%<br>African American - 14.4%<br>Hispanic - 14.6%<br>English Learners - 12.9%<br>SED - 17.6%<br>SWD - 4.0%<br>Foster - 2%<br>Homeless - 9.9% |

# *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.

Full Implementation:
Action and services (A/S) 4.5, 4.6, 4.10, 4.12, and 4.15
Programs were fully implemented to ensure access to a broad set of courses and experiences to support English learners, students without permanent housing, and students with disabilities. The programs included access to Credit Recovery, Advanced Placement support, Dual Enrollment courses, Spanish Dual Language Immersion, Career Technical Education (CTE), and the AVID programs (A/S 4.5, 4.6, 4.10, 4.12, and 4.15).

Actions 4.1,4.2, 4.3, 4.4, 4.8, 4.9, and 4.16 full implementation
Full implementation of programs intended to support improved graduation outcomes focused on English learners and students without permanent housing and students with disabilities, such as the Tracy High Teen Parent program, expanded intervention supports, summer school credit recovery, summer math acceleration, and elementary jump start (A/S 4.1, 4.2, 4.3, 4.4, 4.8, 4.9, 4.16). Full implementation of programs to support the transition to the next grade span was offered to fifth and eighth graders. The Equity Officer supports families with informational meetings to ensure awareness to increase participation in programs for focused groups.
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Actions 4.11, 4.13, 4.17 full implementation.
Programs to support students' successful engagement in citizenship in a global society (A/S 4.11, 4.17) were fully implemented. These include student access to tech devices and increased Visual and Performing Arts opportunities.  Technology devices and internet access for low-income students were fully implemented (A/S 4.13). District staff was provided digital platforms, programs, and professional development to increase the integration of critical thinking, communication, collaboration, and creativity into lesson and course design.

Actions 4.4, 4.6, 4.7, 4.9 and 4.14 full implementation
Programs to support college and career readiness (4.4, 4.6, 4.7, 4.9, and 4.14) were fully implemented. Full implementation of Early college programs to ensure access to support within the program for students English learners, students without permanent housing, and students with disabilities with workshops focused on financial aid, college application, college field trips, and college fairs featuring a variety of colleges and universities. The Artesia Opportunity program was fully implemented for credit recovery. Gahr High School continued credit recovery through the Edmentum programs offered before and after school. Tracy continued credit recovery through Edmentum and Edgenuity within the school bells and after school.

Challenges in Implementation:
The Dual Language Immersion (DLI) program allowed English learners to maintain their sense of identity and heritage as they used their native language to access core subjects and attain English proficiency. However, enrollment is declining as students progress from elementary to secondary due to limits caused by students' six-period schedule and completing electives offerings like band and sports. The dual immersion program has begun at Fedde Middle and allows students to receive college credits through dual enrollment from Cerritos College. Vertical articulation meetings are being held with the feeder elementary schools to increase participation. To improve Dual

Language immersion programs and respond to community requests, the district will continue to support and grow the Dual Language Mandarin program at Stowers Elementary to support low-income students' sense of inclusivity and connectedness at school sites (A/S 4.10).

Gahr High School's implementation of the opportunity program was redirected to support student wellness and behavioral interventions by a third-party vendor, Project Kinship (A/S 4.9).

There was a drop in the District graduation rates, resulting in a detailed analysis of systems and practices around support for students who need support. In the data analysis process, it was noted that at Tracy Continuation School, the graduation rate decreased by 25% due to changes in post-COVID mandates regarding grad rates and due to a lack of progress monitoring systems. Tracy was designated as an equity multiplier school, as well as comprehensive support and improvement. Personnel changes have affected timelines for developing support programs. Additional staffing support was provided, but additional updates and changes reflected in CSI plans are in line for implementation in the fall. All improvements are designed to answer the needs of EL's and students without permanent housing.

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 areas of A/S 4.7, and 4.12. For 4.7, Dual Enrollment low-income students did not require tutoring services as expected, and the program shifted focus to college orientation and admissions. In A/S 4.12, increased enrollment in specific CTE pathways increased the need for CTE teachers.

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

Actions 4.1, 4.2, 4.3, 4.4, 4.8, 4.9, 4.13, and 4.16 were deemed effective by examining cohort graduation rates from Dataquest. Actions implemented effectively supported graduation requirements and college and career goals (A/S 4.1, 4.2, 4.3, 4.4, 4.8, 4.9, 4.13, 4.16). According to the CA DashBoard, all high schools are in the blue, giving the district an overall rating of yellow (94.6%). There was an increase in the cohort graduation rate from the prior year to the Spring of 2023, with an overall increase of 1% in ABC Unified. Homeless student rates stayed stable at 100%, and homeless students' rates increased to 16.7%, meeting graduation rates.

Actions 4.5, 4.6, 4.7, 4.10, 4.11, 4.12, 4.14, 4.15, and 4.17 were deemed effective based on College and Career indicator rating for the district as Very High. At comprehensive schools, subgroups performed in either low or medium categories. The California Healthy Kids Survey indicated an increase in high expectations and academic motivation for elementary schools, and parents indicated a high percentage of schools were providing information about college and career to families and students (70% at middle school and 80% at high school). Educational partners' input from students indicated that the practical skills learned in CTE, VAPA, and Dual enrollment classes were essential in their learning and growth.

Several areas demonstrate student improvements toward college and career outcomes (A/S 4.5, 4.6, 4.7, 4.10, 4.11, 4.12, 4.15, 4.17). The California Healthy Kids Survey 2023 indicated that students perceive caring adults in schools with high expectations but desire more exciting school activities and input on school rules and procedures. Throughout the District, there are 20 complete CTE pathways, which consist of 94 CTE sections being offered at our five high schools with the addition of 2 middle schools, Tetzlaff MS and Haskell MS. There was an 8% increase in student participation in CTE courses, from 3,179 to 3,458. Of the students enrolled, 2,127 students are identified as low income, 330 English learners, 26 are experiencing homelessness, and 13 are in foster care.

Action 4.5 was deemed effective due to increased AP enrollment of subgroups (1% of English learners), and AP pass rates improved by 2% from the prior year.

Advanced Placement enrollment increased from the prior year, breaking the downward trend since the pandemic (A/S 4.5). Enrollment of subgroups also either improved or stabilized. English learners increased by approximately 1%, and the enrollment of low-income students is stable. There was an increase in the number of student participants from 1824 to 1910, and the percentage of AP students who scored a three or higher was from 78.3% to 80% (according to the College Board). This reflects the effectiveness of AP support programs and EL counselor structures.

Action 4.15 was deemed effective in increasing low-income students' exposure and preparedness for college and careers; AVID programs at three high schools, five middle schools, and four elementary schools incorporated learning strategies in the areas of writing, inquiry, collaboration, organization, and reading to prepare for graduation and post-secondary.

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

There were no substantive changes made to the planned goal, or metrics. Below is a highlight of some shifts that were made.
To improve chronic absenteeism and academic engagement of students without permanent housing, the District Counseling team organized K-12 school counselors into vertical teams to develop student support strategies in academics, college and career education, and socio-emotional learning (SEL) for Tier 1 of the MTSS model. The liaison for students without permanent housing will join the ABC District Counseling team to address their needs (A/S 4.16 and 4.17).

Actions are required to support graduation requirements and college and career readiness to improve the graduation and dropout rates at Tracy HS.  Dataquest reports a decline of 9% with an increase in dropout rate. Multiple advancements are planned to address Tracy HS's graduation and dropout rate, including changes in provisions for the transfer process between the comprehensive schools and improved tracking and monitoring of students' credit recovery by hiring a credentialed school counselor. Also, updates to board policy are necessary to change the credit process to match the Educational code. Work with the Child Welfare and Attendance department to better support student attendance and address the 22.5% dropout rate.

For action and service (A/S) 4.7, Early College program tutoring shifted its focus on student preparation for college life and assistance with college applications since 100% of students passed their Early College coursework. This change in focus will continue for the 2024-2025 school year to ensure full implementation. For action and service 4.9, a committee of Gahr High School teachers will review site-based data to determine the need for the Opportunity Program at their school site. Funds will be used to support committee members' planning time.

The SAT/ACT College Prep program model will be updated to better align with changing college entrance requirements and meet the evolving needs of students (A/S 4.14). The District Academic Counseling team will work with school site counselors in monthly meetings to address the needs of students. Additionally, an in-person college and career fair will be held early in the Fall to help students achieve college entrance goals (A/S 4.14).

Following the University of California's decision to eliminate SAT/ACT scores from its admissions criteria (A/S 4.14), the Prep Academy for SAT and ACT (PASA) has been thoughtfully restructured to better cater to socioeconomically disadvantaged students, foster youth, students without permanent housing, and English learners. By shifting away from SAT/ACT preparation to a comprehensive college readiness approach—encompassing college coaching, application assistance, and essay guidance—the program directly aligns with the district's goal to ensure all students are equipped for post-secondary success. By collaborating with Collegewise, a third-party partner, the program provides additional resources and training, specifically in college application and essay writing preparation. The district has also intensified its support for recruitment strategies to address initial recruitment challenges and more effectively target students who would benefit most. Secondary site counselors work more closely with EL counselors, fostering a collaborative effort that enhances the program's accessibility and impact. This targeted recruitment, informed by district-provided data, ensures that our interventions are strategically aligned with the needs of our student population, especially those facing the greatest barriers to higher education. As a result, all five schools have experienced a gradual shift towards the college coaching model.

AVID in our secondary schools has undergone substantial restructuring to enhance support structures for teachers, site coordinators, AVID elective teachers, and students. This strategic realignment is focused on building capacity within our educators, ensuring that the implementation of both the AVID elective class and AVID schoolwide strategies are both effective and sustainable. The increase of AVID tutors at each site and the strategic use of these tutors in after-school writing centers have created more opportunities for individualized student support, directly contributing to academic growth. Additionally, recognizing the importance of professional development, the district has deepened its commitment to our educators and site coordinators. With increased district training, substitutes for release days, and registrations for AVID professional learning events, teachers have access to essential learning opportunities. These measures are part of a broader strategy to enhance the efficacy and sustainability of the AVID system, reinforcing our commitment to laying a solid foundation for student success and their future readiness.

Similarly, AVID implementation in elementary schools continues to progress. This year, elementary teams composed of the principal, site coordinator, and key teachers and support staff participated in the AVID Strategic Leadership for College and Career Readiness aimed at helping sites solidify an operational plan that includes the site mission, vision, values to ensure students' college and career readiness. Principals and site coordinators have also participated in additional AVID professional learning opportunities and have regularly scheduled meetings throughout the year to monitor progress on the AVID Coaching and Certification Instrument. To improve AVID's outcomes, a recruitment process for 6th graders transitioning to middle school will be established to include EL students' participation. EL counselors at the elementary and middle school levels will collaborate to promote and support the transition of AVID elementary students to their feeder middle schools. (A.S.14)

**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 |
|---|---|
| 5 | Implement a cohesive multi-tiered support system that creates the conditions for students from low-income backgrounds, foster care, and experiencing homelessness to access the basic resources and social-emotional supports they need to demonstrate positive behavior, and attend school daily - prepared to respond appropriately while meaningfully engaged in learning. (Priority 5 & 6) |

## Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| CSPS - Parent Input in Decisions | Based on 2019-20 CSPS of 3,437 participants, 71% agreed/strongly agreed that schools actively seek parent input. | Based on 2021-22 CSPS of 2,663 participants, 73% agreed/strongly agreed that schools actively seek parent input. | Based on 2022-23 CSPS of 5,605 participants, 72% agreed/strongly agreed that schools actively seek parent input. | Based on 2023-24 CSPS of participants, 82% agreed/strongly agreed that schools actively seek parent input. | By 2023-24 ABC will increase the number of parents who respond to the CSPS by 10% to 3,781 participants. The percent of parents who agree/strongly agree that schools actively seek parent input will increase by 4% from 71% to 75%. |
| CSPS - Parent Engagement | Based on 2019-20 CSPS of 3,437 participants, parent engagement in schools data was at 90%. | Based on 2021-22 CSPS of 2,663 participants, parent engagement in schools data was at 80%. | Based on 2022-23 CSPS of 5,605 participants, parent engagement in schools data was at 79%. | Based on 2023-24 CSPS of participants, parent engagement in schools data was at 87%. | By 2023-24 ABC will increase the number of parents who participate in the CSPS by 10% to 3,781. Parent engagement will maintain at 90% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| Chronic Absenteeism Rate | 2018-19 Data (Based on 180 student days)<br>Overall 7.0%<br>EL 7.9<br>SED 10.1<br>Foster 19.1<br>Homeless 26.2<br>African American 11.5%<br>Hispanic 8.8%<br>SpEd 14.1%<br><br>2019-20 Data (Based on 124 days)<br>Overall 6.8%<br>EL 8.7%<br>SED 9.6%<br>Foster 18.0%<br>Homeless 26.1%<br>African American 9.0%<br>Hispanic 9.3<br>SpEd 14% | 2020-21 Data<br>Overall 6.9%<br>EL 11.5%<br>SED 9.7%<br>Foster 18.4%<br>Homeless 31.9%<br>African American 10.9%<br>Hispanic 10.4%<br>SpEd 13.2% | 2021-22 Data<br>Overall 32%<br>African American 43%<br>EL 41%<br>Foster 16%<br>Hispanic 43%<br>SED 39%<br>SWD 41% | 22-23 Data<br>Overall 16.3%<br>African American 21.3%<br>EL 23.9%<br>Foster 26.6%<br>Hispanic 22.5%<br>SED 21.6%<br>SWD 26.4% | By 2023-24<br>Based on 18-19 data. ABC will reduce the chronic absenteeism rate to the following:<br>Overall -1% to 6.0%<br>EL -1.9% to 6.0%<br>SED -1.9% to 8.5%<br>Foster -3% to 16.1%<br>Homeless -4% to 22.1%<br>African American -3% to 8.5%<br>Hispanic -2.8 % to 6.0%<br>SpEd -1.9 % to 12.1% |
| Suspension Rate | 2018-19 data<br>Overall 1.6%<br>LEP 1.9%<br>SED 2.3%<br>Foster<br>Homeless<br>African American 1.6%<br>Hispanic 2.0%<br>SpEd 4.3% | 2020-21 data<br>Overall 0%<br>LEP 0%<br>SED 0%<br>Foster 0%<br>Homeless 0%<br>African American 0%<br>Hispanic 0%<br>SpEd 0% | 2021-22 Data<br>Overall 1.4%<br>Foster 5.5%<br>SED 3.5%<br>SWD 2.0%<br>Homeless 6.1%<br>EL 2.0% | 2022-23 Data<br>Overall 1.9%<br>Foster 11.1%<br>SED 2.7%<br>SWD 4.4%<br>Homeless 2.1%<br>EL 3.9% | By 2023-24, based on 2018-2019 data ABC will reduce the suspension rate to the following:<br>Overall -5% to 1.1%<br>EL -4% to 1.1%<br>SED - 5% to 1.8%<br>Foster - 3% to 4% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | | | | | Homeless -3% to 5.5% <br> African American -2% to 1.7% <br> Hispanic -9% to 1.1% <br> SpEd - 2% to 2.3% |
| Expulsion Rate | Based on 2019-20 data: Overall Rate 0% | Based on 2020-21 data: Overall Rate 0.0% | Based on 2021-22 data: Overall 0.0% | Based on 2022-23 data: Overall 0.1% | Maintain 0% expulsion rate. |
| CHKS | Based on 2018--19 CHKS data: <br> 68% of 5th grade students participated. <br> 74% rated high for school connectedness. <br> 75% rated high caring adults in school. <br><br> Based on 2021-22 CHKS, 68% of students persceive school as very safe or safe. <br><br> Elementary students = 82% feel safe at school. <br> Secondary students = 54% feel safe at school. | Based on 2021-22 CHKS data: <br> 51% of 6th grade students participated. <br> 73% rated high for school connectedness. <br> 65% rated high caring adults in school. <br><br> Based on 2021-22 CHKS, 68% of students persceive school as very safe or safe. <br><br> Elementary students = 82% feel safe at school. <br> Secondary students = 54% feel safe at school. | Based on 2022-23 CHKS data: <br><br> 6th: 69% of students feel connected to school <br> 7th: 58% of students feel connected to school <br> 9th: 56% of students feel connected to school <br> 11th: 53% of students feel connected to school <br><br> Elementary students = 75% feel safe at school <br> Secondary students = 59% feel safe at school | Based on 2023-24 CHKS data: <br><br> 6th: 72% of students feel connected to school <br> 7th: 60% of students feel connected to school <br> 9th: 56% of students feel connected to school <br> 11th: 56% of students feel connected to school <br><br> Elementary students = 77% feel safe at school <br> Secondary students = 62% feel safe at school | ABC will begin administering the CHKS to 6th grade youth rather than 5th grade. Baseline data will be year 2021-22 for 6th grade youth. By 2023-24 the minimum number of 6th grade students who participate in the CHKS will be 75%. The minimum number of 6th gr. students who rate school connectedness as high will be 75%. The minimum number of 6th gr. students who rate high, access to caring adults in school will be 75% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | | | | | Overall perceived student safety will increase by 10% from 68% to 78%. |
| Graduation Rate | Graduation rate is currently reported at 98.5%.<br>SED = 97.8%<br>English learners = 80%<br>*note: based on minimum 130 state graduation credits | Graduation rate for 2020-21 is currently reported at 94.5% ( 4 year cohort). 96.3% (seniors class)<br>SED = 93.4%<br>English learners = 87.3% | Graduation rate for 2021-22 is reported at 96.6% (4 year cohort)<br>SED 95.8%<br>Foster 56.3%<br>EL 89.9%<br>SWD 87.9%<br>Homeless 89.5% | Graduation rate 2022-23 is reported at 94.5% ( 4 year cohort)<br>SED = 93.2%<br>Foster = 60.0%<br>EL = 92.8%<br>SWD = 85.7%<br>Homeless = 73.7% | ABC Unified will work towards maintaining a graduation rate of 98.5%. In three years, the minimum requirement will return to the district total of 220. |
| ABC Safe and Secure Staff Survey | Based on 2018-19 data:<br>91.4% Feel Safe on premises. | Based on 2021-22 data:<br>93.4% Feel Safe on-premises. | Based on 2022-23 data:<br>85.1% agreed that ABC is a safe place to work. | Based on 2023-24 data:<br>90% agreed that ABC is a safe place to work. | Increase safety data to 95%. |
| Teacher Connectedness | Based on 2018-19 data:<br>65.5% Connected - Quality of Work Life. | Based on 2021-22 data:<br>94% Connected - Quality of Work Life | Based on 2022 -2023 Annual Employee Safe and Secure Survey, 85.3% indicated that they feel that ABC Unified provides a connected quality of work life. | Based on 2023-24 Annual Employee Safe and Secure Survey, 85% indicated that they feel that ABC Unified provides a connected quality of work life. | Increase connected - Quality of Work Life data to 70%. |

# 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.

Fully Implemented:

Actions and services (A/S) 5.1, 5.3:

Actions and services related to the Coordinator of Pupil Support Services and Attendance (CPSSA) to support the reduction of chronic absenteeism in collaboration with site teams that include the Mental Health Professionals and the District Social Worker (A/S 5.1) were fully implemented. There was also full implementation of (A/S 5.3) as Mental Health Professionals (MHPs) were hired and assigned to all schools to support social-emotional and mental health concerns through a multi-tiered system.

Actions and services (A/S) 5.4: Fully implemented

Actions and services related to the California Healthy Kids Survey administration in selected grades (6th, 7th, 9th, 11th) were fully implemented.

Actions and services (A/S) 5.2: Fully implemented

Actions and services regarding the coordination of Social Emotional Learning (SEL) instruction and Positive Behavior Intervention and Support (PBIS) framework for all teachers were partially implemented. The support for Tier II behavior support through PBIS implementation was partially implemented. Services by the Teacher on Special Assignment (TOSA) to connect students to behavioral and social-emotional support (eg. mental health services, incentives, basic resources, etc) were fully implemented.

Successes of Implementation:

Actions and services (A/S ) 5.1, 5.2, 5.3, 5.4

The Coordinator of Pupil Support Services and Attendance (CPSSA) monitored data and provided interventions to families and students who were chronically absent (A/S 5.1).  The CPSSA has implemented professional learning sessions relating to attendance, student attendance review teams, and the student attendance review board princess for school administrators during the 2023-2024 school year.  The CPSSA has also identified student attendance review teams at each school.  At schools with a high chronic absenteeism rate, the CPSSA has developed communities of practices aimed at improving students' attendance through the use of improvement science tools.

The Mental Health Professionals (MHPs) (A/S 5.3), one at every elementary, middle, and alternative high school and two at each comprehensive high school, strengthened school connectedness by providing Tier I supports such as push-in SEL lessons, monthly mental health theme lessons, and peer connection groups. For Tier II and III needs, MHPs provided one-to-one school-based counseling to referred students and crisis intervention support at all sites for incidents such as self-harm, suicidal ideation, anxiety, safety checks, etc. In addition, the MHPs, who also act as the site's Foster/Homeless Youth Liaisons, worked closely with the District Social Worker and District Community Liaison at the ABC Community Center to provide Foster/Homeless and socio-economically disadvantaged students with basic needs for school success.  All MHPs received clinical support and from the District Social Worker/Homeless & Foster Youth Liaison through biweekly

meetings and virtual drop-in hours.  As part of Tier I/Universal support, we continued to see an increase in our District SEL curriculum use in elementary and middle schools.

The District Behavioral & SEL Support TOSA trained and supervised Behavior Support Aides (A/S 5.2) and provided classroom support ranging from consultations to implementing a behavior management plan. Refresher Training was provided for the District SEL curriculum. A PBIS Community of Practice was created with all 19 elementary school teams. The site PBIS teams worked on collecting implementation data, classroom walkthroughs, and the revision/updates to their PBIS tools with a strategic focus on Classroom PBIS implementation. Teams have a plan to support and train their sites on PBIS practices.

All our schools participated in the California Healthy Kids Survey administration (A/S 5.4), and there was an increase in the number of participants in all participating grades.  Reports were received and distributed to all sites to analyze and identify needs at the sites.  All administrators were provided access to the California School Dashboard.

Challenges of Implementation:
Actions and services (A/S) 5.1

Though the Coordinator of Pupil Support Services and Attendance (CPSSA) has been effective in supporting the system-wide improvement of attendance intervention procedures and a decrease in chronic absenteeism, there is still great need for support from our school sites in the area of technical assistance. The need for support from 29 elementary, middle, and high schools regarding technical support related to attendance interventions exceeds the operational capacity of one CPSSA.

While the PBIS Community of Practice was well received and created appropriate action steps at the elementary sites, due to the limited staffing of only one Teacher on Special Assignment (TOSA), we could not support the PBIS implementation of the secondary schools within our district. Additionally, with only one TOSA supporting both Behavior interventions and the  SEL curriculum needs, we could only focus on behavior support for students in lower elementary grades and a limited number of middle school students. While the TOSA would provide sites with monthly SEL curriculum usage, the needed support at the sites to ensure curriculum implementation was a challenge (A/S 5.2)

A challenge faced by the MHPs assigned to comprehensive high schools (A/S 5.3) was a noted increase in crisis intervention needed due to high levels of anxiety impacting student attendance. Some of these crisis interventions required additional support and time, which affected students needing Tier II support and their Tier I practices.

While the California Healthy Kids Survey survey was administered (A/S 5.4) and student participation increased, we could see improvement in a deeper analysis of the CHKS results to improve school climate and create more targeted goals if we had additional staff to support this endeavor. At this time, the school services department has only one Teacher on Special Assignment (TOSA) to support both Behavior Intervention and SEL curriculum implementation.

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 will be a slight discrepancy in the materials difference between the Budgeted Expenditures and Estimated Actual Expenditure when it comes to the salary of the Coordinator of Pupil Support Services and Attendance (CPSSA) due to the transition of the existing CPSSA and the hiring of a new CPSSA (A/S 5.1)

There were material differences between the Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services due to the increased costs of salaries for Mental Health Professionals (A/S 5.3).

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

Action 5.1 was deemed to be effective. During the 2022-2023 school year, the ABC Unified School District's chronic absenteeism rate was 15.3%. Compared to the prior school year, the district's rate decreased by 4.6%. At the mid-year of the 2023-2024 school year, the ABC Unified School District's chronic absenteeism rate was 10.3%.

Actions 5.2, 5.3, and 5.4 proved effective because we had readily available support at our sites to support attendance and social-emotional and behavior outcomes. The work of the MHPs is correlated to attendance increases as they worked closely with their site's interdisciplinary teams and the Coordinator of Pupil Support Services and Attendance (CPSSA) to support the reduction of chronic absenteeism as noted in (A/S 5.1). The following indicators from CHKS show our progress toward meeting Goal 5:
6th Grade data shows that the Social and Emotional Learning Supports Scale in CHKS is at 72%, the Anti-bullying Climate Scale is at 71%, and the School Connectedness Scale is at 72%. The School Connectedness Scale in secondary grades has increased as follows: 7th Gr. from 58% to 60%, 9th Gr. 56% to 56%, and 11th Gr. from 53% to 56%. The Social Emotional Distress Scale in our secondary participants has dropped as follows from last year's data: 7th Gr. from 29% to 24%, 9th Gr. from 29% to 25%, and 11th Gr. from 32% to 28%

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

There were no changes to the planned goal or actions.

A closer evaluation of the needs of our high school students is necessary to support the mental health needs of that age group, which requires more time to coordinate a more comprehensive approach. (A/S 5.3)

Additional training on the California Healthy Kids Survey and data will be necessary to conduct a deeper analysis of specific indicators within the survey that will support school connectedness for our socio-economically disadvantaged students. (A/S 5.4)

**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 |
|--------|-------------|
| **6** | Provide a welcoming school environment conducive to parent and guardian engagement in their child's school community and the decision making progress that determines the programs and services offered district-wide and at their child's school (Priority 3) |

## Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--------|----------|----------------|----------------|----------------|------------------------------|
| CSPS - Parent Participation and Decision Making | Based on 2019-20 CSPS participation included 3,437 parents.<br><br>71% agreed/strongly agreed that schools actively seek parent input. | Based on 2021-2022 CSPS, 2,663 parents participated in the survey.<br><br>62% of 2,663 participants agreed/strongly agreed that schools actively seek parent input. | Based on 2022-2023 CSPS of 5,605 participants, 76% agreed/strongly agreed that schools actively seek parent input. | Based on 2023-24 CSPS of participants, 88% agreed/strongly agreed that schools actively seek parent input. | By 2023-24 ABC will increase the number of parents who respond to the CSPS by 10% to 3,781 participants.<br>The percent of parents who agree/strongly agree that schools actively seek parent input will increase by 4% from 71% to 75%. |
| CSPS - Parent Connectedness (2 way communication) | Based on 2019-20 CSPS of 3,437 participants, parent connectedness in schools data was at 90%. | Based on 2021-2022 CSPS, 81% of parents 2,663 agreed/strongly agreed that schools provide engagement in two-way communication. | Based on 2022-2023 CSPS of 5.605 participants, 91% of participants agreed/strongly agreed that schools provide engagement in two-way communication. | Based on 2023-24 CSPS of participants, 85% of participants agreed/strongly agreed that schools provide engagement in two-way communication. | By 2023-24 ABC will increase the number of parents who participate in the CSPS by 10% to 3,781. Parent engagement will maintain at 90% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | | Note: This is a NEW question added to CSPS survey questions. | | | |
| Chronic Absenteeism Rate | 2018-19 Data (Based on 180 student days) Overall 7.0% EL 7.9 SED 10.1 Foster 19.1 Homeless 26.2 African American 11.5% Hispanic 8.8% SpEd 14.1% <br><br> 2019-20 Data (Based on 124 days) Overall 6.8% EL 8.7% SED 9.6% Foster 18.0% Homeless 26.1% African American 9.0% Hispanic 9.3 SpEd 14% | 2020-21 Data Overall 6.9% EL 11.5% SED 9.7% Foster 18.4% Homeless 31.9% African American 10.9% Hispanic 10.4% SpEd 13.2% | 2021-22 Data Overall 32% African American 43% EL 41% Foster 16% Hispanic 43% SED 39% SWD 41% | 22-23 Data Overall 16.3% African American 21.3% EL 23.9% Foster 26.6% Hispanic 22.5% SED 21.6% SWD 26.4% | By 2023-24 Based on 18-19 data. ABC will reduce the chronic absenteeism rate to the following: Overall -1% to 6.0% EL -1.9% to 6.0% SED -1.9% to 8.5% Foster -3% to 16.1% Homeless -4% to 22.1% African American -3% to 8.5% Hispanic -2.8 % to 6.0% SpEd -1.9 % to 12.1% |
| Suspension Rate | 2018 -19 data (Based on 180 student days) Overall 1.6% EL 1.9%% SED 2.3% | 2020-21 Data Overall 0.2% EL 0% SED 0% Foster 0% | 2021-22 Data Overall 1.4% Foster 5.5% SED 3.5% SWD 2.0% | 2022-23 Data Overall 1.9% Foster 11.1% SED 2.7% SWD 4.4% | By 2023-24, based on 2018-2019 data ABC will reduce the suspension rate to the following: |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | Foster 7.0%<br>Homeless 8.5%<br>African American 3.7%<br>Hispanic 2.0<br>SpEd 4.3%<br><br>2019-20 data (Based on 124 days of school due to the Pandemic closure)<br>Overall 1.0%<br>EL 1.0%<br>SED 1.3%<br>Foster 4.2%<br>Homeless 2.8%<br>African American 2.1%<br>Hispanic 1.4%<br>SpEd 1.7% | Homeless 0%<br>African American 0%<br>Hispanic 0%<br>SpEd 0% | Homeless 6.1%<br>EL 2.0% | Homeless 2.1%<br>EL 3.9% | Overall -5% to 1.1%<br>EL -4% to 1.1%<br>SED - 5% to 1.8%<br>Foster - 3% to 4%<br>Homeless -3% to 5.5 %<br>African American -2% to 1.7%<br>Hispanic -9% to 1.1%<br>SpEd - 2% to 2.3% |
| Expulsion Rate | Based on 2019-20 data: Overall 0% | Based on 2020-21 data: Overall 0.0% | Based on 2021-22 data: Overall 0.0% | Based on 2022-23 data: Overall 0.1% | Maintain 0% Expulsion Rate |
| Student Safety based on CHKS Survey | Based on 2021-22 CHKS, 68% of students persceive school as very safe or safe.<br><br>Elementary students = 82% feel safe at school. | Same as baseline | Based on 2022-23 CHKS data: 67% of students perceive school as very safe or safe.<br><br>Elementary students = 75% feel safe at school | Based on 2023-24 CHKS data: 70% of students perceive school as very safe or safe.<br><br>Elementary students = 77% feel safe at school | Overall perceived student safety will increase by 10% from 68% to 78%. |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | Secondary students = 54% feel safe at school. | | Secondary students = 59% feel safe at school | Secondary students = 62% feel safe at school | |
| Staff safety | Based on 2021-2022 Annual Employee Safe and Secure Survey, 93.4% of respondents indicated that ABC Unified is a safe and secure place to work. | Same as baseline | Based on 2022-2023 Annual Employee Safe and Secure Survey, 85.1% of respondents indicated that ABC Unified is a safe place to work. | Based on 2023-24 Annual Employee Safe and Secure Survey, 90% of respondents indicated that ABC Unified is a safe place to work. | Staff Safe and Secure survey results will be increased by 1% to 94.4% of staff indicating that ABC Unified is a safe and secure place to work. |
| Parent safety based on CSPS Survey | Based on 2021-2022 CSPS survey, 79.5% of parents surveyed indicated schools were trusting, respectful, and welcoming environments. | Same as baseline. *Note: specific question to be added in 2022-2023 parent survey | Based on 2022-23 CSPS survey, 93% of parents surveyed indicated their child feels safe at school. | Based on 2023-24 CSPS survey, 92% of parents surveyed indicated their child feels safe at school. | CSPS survey will indicated 89.5% of parents feel that ABC Unified Schools are a safe space to learn. |
| Teacher Connectedness | Based on 2022 -2023 Annual Employee Safe and Secure Survey, 85.3% indicated that they feel that ABC Unified provides a connected quality of work life. | Same as baseline | Based on 2022 -2023 Annual Employee Safe and Secure Survey, 85.3% indicated that they feel that ABC Unified provides a connected quality of work life. | Based on 2023-24 Annual Employee Safe and Secure Survey, 85% indicated that they feel that ABC Unified provides a connected quality of work life. | Survey will indicate 85% or higher for staff connectedness. |

# *Goal Analysis*

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

Actions and services (A/S) 6.1 and 6.2 fully implemented:

Action and Services 6.1 and 6.2 were fully implemented. ABC Unified School District and school site meetings and engagement opportunities for parents and guardians have continued to transition back to in-person meetings for parents and guardians, including those of English learners (ELs) and foster youth. Opportunities for parent engagement and input on the 2023-24 Local Control Accountability Plan included the LCAP Parent Advisory Committee (LCAP PAC), site-level School Site Councils (SSCs), the District English Language Advisory Committee (DELAC), and site English Language Advisory Committee (ELAC). Parents and guardians continue to be surveyed for their insight on EL, Title I, and LCAP services.

Success of Implementation:
The District implemented the annual Parent Leadership Academy (PLA) event with informational workshops on the District's services (A/S 6.1, 6.2). This year, the district took great consideration from the 2022-2023 PLA feedback from families and held the event in the fall to provide earlier opportunities for parents/guardians to engage with their schools and the district. The PLA provided information on open enrollment options, mental health services, academic support, and other relevant topics. Additionally, the College and Career fair was also held as part of the PLA, promoting better understanding of financial aid, admissions, college requirements, and major/career selection. Presentations were provided by our partnering community college, Cerritos College, regarding dual enrollment opportunities as well as the Cerritos Complete Program. A new Dual Enrollment Catalog was created to support families in understanding options for early college credit. The catalog was made available in English and Spanish, and was also made available on the district website. The College and Career team also provided workshops regarding post-secondary options and college application preparation supported by translation services in: Spanish, Mandarin, and Korean. The ABCUSD College Connections virtual week and website were folded when the district went back to an in-person college/career fair format.

As part of continued efforts to promote parental involvement, the ABC District Technology Department organized highly informative parent engagement sessions for the PLA. Parents attended a session called Navigating the Digital Landscape for Student Success and learned more about digital citizenship and 21st-century skills. Parents also attended a session on Aeries and learned more about the district's student information system and how to better navigate it through ParentSquare, the district's parent-school communication app.

During the 2023-2024 school year, the ABC Special Education SELPA and the Community Advisory Committee (CAC) held meetings throughout the school year to engage our parents and guardians. During CAC meetings, all aspects of special education are reviewed and discussed. Some of the workshops focused on the following topics: Alternative Dispute Resolution (ADR), Understanding IEPs, Parent Rights and Procedural Safeguards, and Conservatorship. ABC Unified School District also has partnerships with other agencies, such as Family Empowerment Centers (FEC) and Team of Advocates for Special Kids (TASK), which provide families support.

Challenges of Implementation:
Though opportunities were offered to parents and guardians to engage with the District and sites, attendance at the DELAC virtual meetings in the evening were not as consistent. DELAC members were surveyed about their preference for meetings to be held in the mornings or evenings. There was mixed response, with 50% preferring morning and 50% preferring evening. 75% of members indicated that they preferred a separate meeting in Spanish as opposed to a meeting in English with a Spanish translation provided. When a DELAC meeting was held to accommodate this request, there was no increase in attendance. Next year, we plan to utilize the EL counselors better so that they can make personal connections with DELAC members from their site and encourage their attendance and participation in these advisory meetings.

There were no planned actions not implemented or implemented in a manner that differed substantively from the description 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.

Action 6.1 and 6.2 had no material differences between the budgeted and actual expenditures.

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

Action 6.1 was deemed effective based on parent and guardian responses on the 2023-2024 California School Parent Survey and Title I Parent Survey. The results from the California School Parent Survey (CSPS) indicated that 88% of parents feel welcome to participate in their child's school. Results from the Title I Parent Survey indicated that 80% of parents at Title I schools are satisfied with school programs, an increase of 4% from the 2022-2023 school year. 78% of parents at Title I schools also expressed satisfaction with changes made as a result of their input, an increase of 4% from the previous year. Additionally, there was an increase in attendance and participation at the District's LCAP Parent Advisory Committee meetings held during the 2023-2024 school year with approximately 50-60 parents attending each meeting, an increase of 20-30 parents in attendance from the 2022-2023 school year.

Action 6.2 was deemed effective based on parent and guardian responses on the EL Parent Needs Assessment. In 2023-2024, 84% of EL parents expressed satisfaction with the support for students at their school, an increase of 4% from the 2022-2023 school year. 77% of EL parents also reported receiving assistance or suggestions from the school for helping their child at home with English Language Development, an increase of 7% from the prior school year. Additionally, there was a 9% increase in parents attending meetings and workshops with the site EL counselor from 2022-2023.

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

There were no changes to the planned goal or actions.

While improvements were made in garnering input from the families of English learners (ELs), the District is committed to the continued engagement of these families. The Special Programs department will continue to provide regular DELAC meetings and ensure that EL counselors are providing information to families at school sites (A/S 6.2). This year, DELAC representatives provided input on the District's EL Master Plan. The District will continue to ensure that the DELAC regularly monitors this plan to ensure the implementation of programs and services to support English learners.

**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

**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 |
|---|---|---|
| ABC Unified School District | Dr. Carol Castro<br>Assistant Superintendent - Academic Services | carol.castro@abcusd.us<br>(562) 926-5566 ext. 21126 |

# 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.

ABC Unified School District is in southwestern Los Angeles County and serves students residing in eight cities: Cerritos, Lakewood, Artesia, Hawaiian Gardens, Norwalk, Long Beach, La Palma, and Cypress. The District has a total enrollment of 18,226: 45.5% Hispanic, 21.8% Asian, 10.0% Filipino, 6.7% African American, 4.7% Caucasian, 7.5% two or more races, 0.50% Pacific Islander, 3.1% decline to state and 0.19% American Indian/Alaska Native (Aeries, March 2024). Eleven percent of ABC's students are English language learners, with Spanish and Korean as the two largest primary home languages of these students. Sixty percent of ABC students qualify to receive free or reduced lunch (Aeries & Ellevation, March 2024).  The Mission of ABC Unified School District is to develop a community of lifelong learners, creative thinkers, and responsible individuals by providing innovative and high-quality educational programs in a safe and supportive environment.  At ABC Unified, we believe students should be as well educated as any in the world; all students can be high achievers, and people are the cornerstone of our district, and students are the reason we are here. ABC aims to educate children in grades preschool through twelve as well as adult students. The District consists of 20 elementary schools, 10 are magnet schools; five middle schools, four are magnet schools; three comprehensive high schools, two are magnet schools; a 7-12th grade academic magnet school, a continuation high school, Head Start and State Preschool programs, infant and children centers, extended-day care, an alternative K-8 school for virtual learning and an adult school. ABC schools have received numerous awards and recognitions for their outstanding achievement.

In 2023-2024, the following schools received national or state recognition: Tetzlaff Middle School, Cerritos High School, Gahr High School, and Whitney High School received the California Distinguished Schools Award; Carver Elementary Schools received the National Blue Ribbon Award; Bragg Elementary received the California Green Ribbon Award; Stowers Elementary School and Fedde Middle School were redesignated as a Schools to Watch program (CDE).

The LCAP consists of five goals aligned to 39 actions/services. These actions/services aim to increase and improve students' learning outcomes and conditions for learning. ABC received supplemental/concentration funds based on the percentage of unduplicated counts of English learners, foster/homeless youth, or low-income students. The actions/services included in the ABC Unified School District LCAP are to serve all students, with many actions focused on the needs of unduplicated student groups. Goal 1 focuses on the academic experiences of students, and the actions are directed toward improving state and local metrics on English Language Arts, Math, Science, and English

language development. Goal 2 focuses on connectedness and student perceptions of safety, aligning actions with chronic absenteeism and suspension rates, local metrics, and various educational partner surveys. Goal 3 is focused on enhancing support for College and Career Readiness, with actions supporting graduation rates and the college and career indicator. Goal 4 is specific to the needs of students with disabilities to ensure intentionality in supporting their needs and improving metric indicators. Goal 5 is specific to the needs of Tracy High School, as they are identified as an Equity Multiplier School. Declining enrollment both in ABC Unified and across the state has contributed to challenges in maintaining programs. Post-pandemic trauma continues to affect students, most specifically in middle and high schools. These goals are designed to continue to align our district mission and vision with specific programs and supports for our various student populations. Recently, the District sought feedback from educational partners on the qualities and skills they would like to see students graduate within ABC Unified. Below is the new ABC Learner Profile, from which all programs and instructional practices are geared towards.

# Reflections: Annual Performance

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

Academics:

A comprehensive analysis of multiple data points, including the 2023 California Dashboard, the California Assessment of Student Performance and Progress (CAASPP) Data, and local metrics, reveals various successes and challenges in academic performance within the ABC Unified School District. Notably, mathematics emerges as a strong suit, with most student groups surpassing the standard, marking a 4.9% increase overall. Particularly noteworthy is the substantial improvement among homeless students, with a remarkable 38.5-point increase in math scores. This growth is particularly significant given that ABC Unified received differentiated assistance tailored to the needs of homeless students for the 2022-2023 school year. Additionally, other student groups, including African American students, foster youth, Hispanic, low-income, white, and students of two or more races, also demonstrated improved math scores on state assessments. Local metrics, such as the Renaissance Star Math Assessments, corroborate this trend, showing a 6% increase from previous years, with English learner students exhibiting the largest improvement.

In the realm of English Language Arts (ELA), ABC students maintained a "green" level on the CA Dashboard, scoring an average of 36 points above standard. Mirroring the progress seen in Math, homeless students showed the most significant improvement in ELA, with a 39.4-point increase. These advancements underscore the success of initiatives aimed at ensuring access to support programs and prioritizing the needs of homeless students. Local metrics, specifically the Renaissance STAR ELA assessments, further affirm this progress, with all subgroups showing growth compared to benchmark assessments from prior years (2022). District initiatives, such as Reading by Third Grade, Reading for College and Career programs, writing centers in secondary schools, and literacy small group instruction in elementary schools, are pivotal in driving these improvements. However, targeted efforts may be necessary to address specific student groups scoring below grade level.

Students with disabilities (SWD) emerge as the group with the most pronounced need in both English and math across the District. The CA Dashboard highlights nine out of 30 schools with SWD as the lowest performers in ELA and six schools with SWD as the lowest performers in math. Given that a high percentage of SWD students are also low-income and/or English learners (88% according to enrollment data), addressing their needs remains a priority. Existing services and programs, such as new teacher support, mentoring, paraeducator training, and classroom support, aim to bolster student outcomes in these areas.

Foster youth, comprising 54 students district-wide, requires additional attention and support in English, as indicated by a 4.7-point decline in CAASPP assessments. Of these students, 63% are identified as students with disabilities, necessitating tailored support across all school sites. Similarly, English learners (ELs) continue to be a focal group, with improvements in reclassification rates and progress indicators indicating a need for sustained support structures, particularly for Reclassified students and long-term English learners.

Examining specific school sites, Fedde Middle School, Furgeson Elementary, and Aloha Elementary stand out for needing focused attention in math and English. Notably, Aloha Elementary requires targeted support for African American students in both subjects, with an average decline of 15 points. Efforts to enhance after-school math tutoring, data analysis, and outreach have been initiated with a specific focus on this demographic.

At the high school level, graduation rates remain high across comprehensive schools (94.6%), albeit with Tracy High School experiencing a drop to 59.5%, prompting concerted efforts to address identified needs through Comprehensive School Improvement and Equity Multiplier funds. Although across the District, we do not have any groups indicated in the red on the California Dashboard for graduation rates, we do want to ensure that we continue to focus our efforts on supporting students who are experiencing homelessness (75% graduation rate), White students (86.6%), Hispanic students (93.1%), low-income students (93.3%), students with disabilities (86.2%), and students who are English learners (92.2%) with improving graduation rates. At Tracy High School, there was a 25% decrease in graduation rates due to the high needs of student populations. All students, including low-income and Hispanic students, were identified in red. District staff, along with Tracy High School staff and site administrators, have engaged in ongoing exploration and root cause analysis discussions and data review to determine the next steps to improve student outcomes to graduate on time. These additional actions are reflected in the school site Comprehensive Support Indicator plans and Equity Multiplier plan (Goal 5).

The College and Career Indicator on the California Dashboard demonstrates that 60.8% of ABC students are considered "prepared" for college and career coursework. Currently, no student groups are in the "very low" category. Still, the District is ensuring that the needs of students in the "low" prepared category, which includes English learners, homeless students, and students with disabilities, are prioritized. Tracy High School's College and Career Indicator is rated as low, necessitating a review of course offerings to enhance accessibility for diverse student populations. At Artesia High School, students with disabilities are in the very low category, with 7.8% of students indicated as "prepared." A similar trend is seen at Cerritos High School with students with disabilities in the low category (31.7%), and Gahr High School with students with disabilities in the low category (11.3%). Goal 3 is designed to provide actions and services to address the needs in the area of College and Career.

Early Assessment Program (EAP) identifies the percentage of students who are considered prepared for college based on the state of California assessment results. In ABC Unified, 72% of students are considered college-ready in English, while 48% are considered college-ready in math. It should be noted that this data is based on the 2021-2022 school year since there is no available data for the 2022-2023 school year. Low-income students scored 64% and 37% in ELA and Math, respectively. For English learners, only 18% and 7% of students scored college-ready in English and math. Homeless students scored a bit higher, with 28% being ready for college in English and math. Several actions will be related to improving college and career readiness.

In summary, Goals 1, 3, 4, and 5 address supports focused on academics and college and career outcomes. Table I highlights schools and groups necessitating additional support, Table II outlines current base academic programs, and Table III demonstrates the increased services and support in the area of academics for low-income, English learners, and foster/homeless students, indicating areas for ongoing focus within the Local Control Accountability Plan.

See Appendix Table I: Summary of Student Groups and Schools indicated in red on the CA Dashboard for Academic Indicators
See Appendix Table II: ELA, Math, and EL Base programs provided across the District
See Appendix Table III: ELA, Math, and EL Supplemental Academic Support Services to Support low-Income, foster/homeless youth and English learners for Tier I as reflected in Actions in Goals 1, 3, 4 and 5.

Student Connectedness and Well-Being:

In addition to academic data, other measures are employed to identify barriers to student learning. Research underscores the direct link between students' sense of well-being, connectedness, and academic outcomes, with attendance rates as a key indicator. Chronic absenteeism significantly impacts students' instructional learning time and, consequently, their academic achievement. According to the 2023 California Dashboard, ABC Unified's Chronic Absentee Rate saw a decline of 4%, settling at 15.3%. Notably, no specific student groups identified district-wide as needing additional support. This success is attributed to concerted efforts across schools, including implementing structures such as SART/SARB to address chronic absenteeism. The District Coordinator for attendance collaborated with the District Social Worker and Mental Health Professionals to address students' needs.

However, specific student groups exhibit higher rates of chronic absenteeism, signaling a need for targeted support. For instance, rates are notably elevated among students without permanent housing (56.9%), foster youth (30.1%), English learners (17.3%), African American students (21.5%), Hispanic students (20.6%), Pacific Islanders (18.7%), students with disabilities (23.2%), students with two or more races (16.2%), and White students (18.3%). While there was improvement across many student groups, further support remains essential.

Students with disabilities (SWD) emerge as needing additional support in chronic absenteeism across various school sites, including Burbank, Hawaiian, Leal, Nixon, Palms, Stowers, Willow Elementary, Carmenita Middle School, and Ross Middle School. These schools exhibit higher absenteeism rates compared to the District average. Despite efforts, graduation rates for SWD remained consistent at 86%. Noteworthy is the implementation of additional technical support and enhanced data accessibility for schools, fostering greater awareness of student needs.

Analysis of the CA Dashboard underscores high chronic absenteeism rates among Hispanic students (20.6%) across ABC Unified schools. Schools such as Aloha, Burbank, Leal, Palms, Stowers, and Willow Elementary are identified as needing focused attention to address the needs of Hispanic students, resulting in a notable 7.4% improvement in attendance rates. Coordinated efforts between the District Coordinator of attendance and site liaisons, including increased home school visits with bilingual support for Spanish-speaking Hispanic families, have contributed to this improvement.

Several ABC USD schools, including Burbank, Palms, and Willow Elementary, require specialized support in chronic absenteeism, with multiple or all student groups showing concerning absenteeism rates. Structured SART teams have been established at these schools, and exploration of programs to enhance data and documentation support is ongoing.

At the high school level, graduation rates serve as a measure of student connectedness. While four out of five high schools boast graduation rates above 98%, Tracy High School experienced a significant drop, attributed partly to changes in pandemic laws. Further examination of district policies and programs at Tracy High School is underway in collaboration with the site leadership team.

In summary, Goals 2, 4, and 5 address supports specific to student connectedness and safety. Table I highlights schools and groups necessitating additional support. In contrast, Table II outlines current base connectedness programs. Table III demonstrates the increased services and supports in connectedness for low-income, English learners, and foster/homeless students, indicating areas for ongoing focus within the Local Control Accountability Plan.

See Appendix Table I: Summary of Student Groups and Schools indicated in red on the CA Dashboard with the following indicators focused on Student Well-Being
See Appendix Table II: Connectedness and student wellness base programs provided across the District (student wellness)
See Appendix Table III: Supports and programs available in ABC Unified to support student connectedness and well-being - Tier I reflected in Actions for Goal 2.

Safety:

Safety for students encompasses understanding their sense of safety and measuring severe discipline incidents that may impact campus culture. Student suspensions significantly affect instructional learning time. Despite evidence of post-pandemic challenges with extreme behaviors from a relatively small number of students, ABC Unified has experienced minimal changes in suspension rates, currently standing at 1.9%. According to the California Dashboard, most student groups witnessed slight increases in suspension rates, with the largest uptick among foster youth (1.5% increase). In the current school year, district staff collaborated with site administrators on professional learning centered around alternative correction methods, focusing on trauma-informed care.

Specific behavior data concerning student groups needing additional support indicates that English learners (3.2%, foster youth (7.0%), homeless youth (6.7%), low-income (2.7%), students with disabilities (3.9%), African American students (3.5%) and Hispanic students (2.8%) in ABC were suspended at higher rates across school sites. Sites requiring extra assistance in working with Hispanic students include Hawaiian, Juarez, Melbourne, and Palms Elementary, as well as Tracy High School. Many of these schools have participated in a Positive Behavior Intervention Strategies Community of Practice, collaborating with staff to promote positive behavior correction.

Additionally, students with disabilities (SWD), low-income, and English learner (EL) students also highlight a need for additional behavior support strategies at various school sites, including Furgeson (SWD), Melbourne (SED), Palms (SED), Fedde MS (SWD), Artesia High School (EL), and Tracy High School (all three groups). Melbourne, Palms, and Tracy High School are priority schools for support, as all student groups exhibited growth in suspension rates for the 2022-2023 school year. Notably, all these schools are Title I schools with specific needs regarding community support. This includes implementing programs such as Playworks to provide structured playtime during snack and lunch for elementary students. At secondary schools, Project Kinship, which mentors at-promise youth to prevent gang-related behaviors, has been successfully implemented.

In addition to behaviors, the expanded use of technology also influences the perceived safety of both staff and students. Currently, ABC Unified is a 1:1 district, with all students having access to and using Chromebooks during instructional time. Additional safety measures, such as Raptor, a technology program to support visitor identification on campus, and classroom programs like GoGuardian, can enhance technology safety. Aeries Parent Square as a communication tool to connect schools with families, has also been widely implemented to

support safety structures. In the current year, Title I and English learner parent surveys have shown an increase in perceived safety with these measures, with about 80% of parents feeling schools are safe.

Building a safe, inclusive environment is also vital for safety. The Equity Officer serves as the lead district point person for incidents involving race or gender. The California Healthy Kids Survey indicates that students' sense of safety decreases as they go up in grade levels. For example, in 6th grade, 77% of students reported feeling safe at school but only 63% of students in 11th grade reported feeling safe. Although districtwide, the sense of safety has increased, particularly for high school students, much work must be done to continue fostering a sense of safety and well-being. Similar trends are noted in examining connectedness, where students feel less connected to their school environments as their grade levels increase, from 73% in 6th grade to 56% in 11th grade. In the current year, a focus on increasing restorative practices and providing students with affirming cultural experiences has positively impacted students' perceptions of safety. Additionally, parent groups that support student and school connections, such as parent advisory committees, play a crucial role in supporting families in behavior management.

In summary, Goals 2, 4, and 5 addresses supports specific to student connectedness and safety. Table I outlines student groups and school sites requiring additional support in student behaviors. Table II delineates base programs offered for safety at school sites and Table III demonstrates the enhanced programs to support Tier I to improve student behaviors, specifically addressing the needs of unduplicated student groups.

See Appendix Table I: Summary of Student Groups and Schools indicated in red on the CA Dashboard with the following indicators are related to Safety.
See Appendix Table II: Safety-focused base programs are provided across the District.
See Appendix Table III: Supports and programs available in ABC Unified to support safety to enhance Tier I services for unduplicated student groups across the District.

Conclusion:

ABC Unified District requires continued comprehensive support across academics, student connectedness, and safety domains, necessitating the ongoing implementation of Multi-tiered Systems of Support (MTSS). Academically, there is a need to address variations in student performance and ensure equitable access to resources, particularly for subgroups such as students with disabilities and English learners. Enhancing student connectedness involves fostering positive school climates and addressing challenges related to chronic absenteeism, especially among vulnerable student populations like foster youth and Hispanic students. Moreover, ensuring safety encompasses promoting positive behavior interventions and leveraging technology to create secure learning environments for all students and staff. The District's focus on expanding and implementing a strong MTSS framework will facilitate targeted interventions and holistic support strategies tailored to ABC Unified students' diverse needs through the use of the various LCFF funds.

# Reflections: Technical Assistance

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

Not Applicable

# 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.

Tracy High School (Continuation for grades 10-12) for low performance in academics.

## Support for Identified Schools

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

ABC Unified District Office departments, including academic and school services, collaborated with Tracy High School staff to coordinate the development of the Comprehensive Support & Improvement (CSI) Plan. Below is a brief description of the steps taken:

1. Needs assessment:
   - Analysis of current senior class to track progress towards graduation and examine needs in ELA and math
   - Coordination of leadership team meeting to review root cause analysis with the Tracy High School leadership team to identify key areas of need
   - Staff Survey and Parent Surveys
   - Student Voice Forums - Small group student interviews to identify key student needs

2. Evidence-based interventions:
   - Coordinate and guide Tracy HS's leadership team during full-day release time to review What Works Clearinghouse and examine models for best practices to reduce student dropout
   - Review California Framework for math and ELA with district program specialists and content application to career and college experiences
   - Fund classified and certificated staff to collaborate, review materials, and finalize goals and actions for the 2024-2025 school year

3. Identification of Resource Inequities:
   - District-funded additional staff to support student academic progress
   - Review and evaluation of credit recovery programs by the instructional technology department to assess the effectiveness of the current platform
   - Site visits to analyze staffing needs and instructional walk-throughs
   - Review and update board policies to support on-time support at the continuation school
   - Availability of a wellness center or community resource room to provide students with resources to address well-being and connectedness

## *Monitoring and Evaluating Effectiveness*

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

ABC Unified will monitor and evaluate the CSI Plan through the following action steps:
- The District Liaison is assigned to do quarterly check-in meetings with Tracy HS leadership team
- Support summer planning with a two-day leadership retreat
- Conduct quarterly data analysis using local and state metrics
- The principal will provide quarterly updates to the Superintendent and cabinet members on the School Plan for Student Achievement and CSI goals
- Technical support was provided to school site for technology implementation, assessment support and data analysis, instructional coaching, curriculum development, and supplemental material use

# 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 |
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| Students | Philosophy Statement: ABC Unified firmly believes in the intrinsic value of student voice and choice in shaping academic programs that prioritize student wellness and safety. We recognize that students are active participants in their educational journey, and their input is essential in creating learning environments that cater to their diverse needs and preferences.<br><br>Student Voice Forums:<br><br>ABC Unified hosts student voice forums, also known as empathy interviews, to listen to students' perspectives. These sessions prompt staff to rethink our organizational practices. They help identify gaps in student experiences and opportunities and set a path for promoting equity across the District.<br>The primary objective of these student voice forums was to gain deeper insights into how students perceive their interactions with the various programs supported by LCAP and offered by the ABC Unified School District.<br><br><ul><li>When: November and December 2023</li><li>How: 25 focus group interviews with students, representative of focus groups identified across 15 of the 30 school sites.</li></ul><br>Student Board Representatives Monthly Meetings with Superintendent: |

| Educational Partner(s) | Process for Engagement |
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| | Each high school has two student representatives in the bimonthly board meetings. Before the board meetings, the Superintendent meets with the representatives to learn about experiences with various programs and services offered by the District.<br><br>• When: Monthly meetings with the Superintendent<br>• How: Virtual meetings with a total of 10 students. |
| Parents and Community Members | Philosophy Statement: ABC Unified recognizes and appreciates the valuable input of families and community members who participate in these forums. The meetings are structured into small group discussions to facilitate meaningful collaboration, allowing staff members to engage directly with parents and community members. Together, they discuss programs and support services related to academics, wellness, and safety, ensuring that decisions reflect the needs and perspectives of all stakeholders.<br><br>District LCAP- PAC:<br>Each school appointed a school site representative and another representative to attend this year's LCAP – PAC meetings. Parents/guardians in this group represent the unduplicated student population in accordance with Ed Code 42238.01 and Ed Code section 52052. Parents/guardians reviewed the District's progress in each of the State's Priorities and provided feedback on continuing and new actions and services.<br><br>• When: February 7, 2024 and May 9, 2024<br>• How: Meetings were held at Artesia High School. Childcare, translation services, and light snacks and refreshments were available.<br><br>District Strategic Planning Meetings:<br>Committee members consist of appointees from the ABC Board of Education, bargaining members, management, student representatives, a Board member liaison, and the Assistant Superintendent of Academic Services. This committee monitors the |

| Educational Partner(s) | Process for Engagement |
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| | District's progress toward implementing the District's Strategic Plan. This plan is aligned with the Eight State Priorities and the LCAP plan; therefore, this committee also develops, reviews, monitors, and supports the implementation of the LCAP. The Committee met in person, reviewed the District's progress in each State's Priorities, and provided feedback on continuing and new actions and services.<br><br>• When: Monthly meetings on the fourth Tuesday of every month from September until May 2024<br>• How: Meetings were held at Artesia High School. Each meeting was focused on an LCAP goal, and data was presented with opportunities for input from committee members.<br><br>District DELAC Committee:<br>Each school identified 1-2 representatives and an alternate to attend this year's EL LCAP – PAC meetings. Parents in this group represent the unduplicated student population in accordance with Ed Code, 42238.01 and Ed Code section 52052. The committee representatives were reflective of site ELAC and District DELAC committee members.<br><br>• When: 6-7 Meetings throughout the year; October 11, 2023, November 14, 2023, December 12, 2023, February 7, 2024, May 1, 2024, May 9, 2024, May 29, 2024<br>• How: Combination of Virtual and In-Person meetings.<br><br>District Black Family Circle Parent Advisory Committee:<br>The Black Family Circle is a district parent advisory committee composed of parents of African American students, site teachers and counselors, and the Equity Officer. Parents meet in person on a monthly basis from September to May. A meeting in December to review the components of the LCAP and invite the Black Family Circle members to attend the LCAP-PAC meetings.<br><br>Community Advisory Committee: |

| Educational Partner(s) | Process for Engagement |
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| | The Community Advisory Committee (CAC) is a Special Education Local Plan Area (SELPA) requirement under the Individuals with Disabilities Education Act (IDEA); Ed Code Part 30, Chapter 2, Article 7.7. CAC is the community voice for families of students with disabilities and assists in advising the SELPA Governing Board, SELPA Administrator, and Special Education Administration in the SELPA Local Plan, annual priorities, and parent education. The CAC Board which includes the Co-chairs, Vice-Chair, Secretary, and Member-At-Large, and SELPA Director. The CAC Board meets quarterly throughout the school year and hosts quarterly parent workshops.<br><br>Site Parent Opportunities:<br>All parents were invited to attend open meetings to present LCAP mid-year updates and gather input as part of the process. A virtual option was also provided for families on a different evening event. In addition, surveys in multiple languages are posted on the District Website at www.abcusd.us.<br><br>• When: February 22, 2024 (Virtual), February 28, 2024 (Carver Elementary), and February 29, 2024 (Haskell Middle School)<br>• How: Meetings were held at various sites located centrally to the communities of unduplicated student groups. Morning, evening, and virtual options were provided. Childcare, translation services, and light snacks and refreshments were available.<br><br>ABC School Showcase Event:<br>The showcase is an opportunity for families and community members to come together and learn about the various program offerings and resources available to their students, most of which are funded through the LCAP. An adjoining college and career fair is held along with community resource information is provided. Parent workshops focused on the needs of English learners, students with disabilities, foster/homeless students, and low-income students are held to empower parents with the tools to help students succeed. |

| Educational Partner(s) | Process for Engagement |
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| | • When: October 7, 2023<br>• How: Full-day event located at Artesia High School with childcare, raffle prizes, and resource giveaways. |
| Teachers and Classified Staff | Philosophy Statement: ABC Unified views the partnership with ABC AFT as integral to the mission of providing high-quality education to every student. Together, labor and administrator partners are committed to fostering a culture of collaboration, respect, and continuous improvement that ensures the success and well-being of all members of our school community.<br><br>Employee Group Input Meeting:<br>The executive boards from the employee groups (ABCFT, CSEA, and AFSCME) and the management association attended the in-person LCAP meetings. Employee groups reviewed the District's progress in each of the State's Eight Priorities and provided feedback on continuing and new actions and services.<br><br>• When: March 12, 2024<br>• How: The meeting was held in person at the District office and small group discussions were held to gather input from classified and certificated staff.<br><br>Teacher Surveys by Levels (Elementary and Secondary):<br>Teachers were provided surveys to gather input on professional learning needs, understanding of the MTSS structures, and classroom instructional and curriculum needs based on identified student groups (low-income, English learners, and students with disabilities).<br><br>• When: January to February, 2024<br>• How: Surveys were provided via email and staff was given time during department or site staff meetings to complete the survey.<br><br>A Partnership of Administrators and Labor (PAL) Advance:<br>Teacher union representative members and the ABC AFT executive team work in partnership with ABC administrators to work on common |

| Educational Partner(s) | Process for Engagement |
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| | goals for the following school year. This meeting is typically held in the Spring in order to reflect on the current year and begin planning for the following school year. LCAP draft is provided at this time for input and final review.<br><br>• When: April 23, 2024<br>• How: In-person meeting held after school hours (4-6:30 pm). |
| District and Site Administrators | Philosophy Statement: ABC Unified acknowledges the critical importance of strong educational leaders and administrators in guiding decision-making processes and shaping the direction of our district. We recognize that educational leaders bring a wealth of knowledge, expertise, and experience to the table, making them invaluable assets in the pursuit of educational excellence.<br><br>Leadership Enrichment Academy:<br>Monthly principals and District leaders, which include the SELPA Director, focus on aspects of the LCAP Plan. Principals share their progress toward implementing specific LCAP actions/services, provide feedback on District-wide LCAP initiatives, examine data based on the LCAP metrics, discuss the LCAP updates and progress, and provide input regarding expanding/revising or new LCAP ideas. Administrators reviewed the District's progress in each of the State's Priorities and provided feedback on continuing and new actions and services.<br><br>• When: February 15, 2024 (reviewed LCAP Mid-Year)<br>• How: In-person monthly meetings held all day to review district goals.<br><br>Superintendent's Extended Cabinet Meeting:<br>The Superintendent held monthly meetings with Cabinet members and extended representatives of sites and specialized programs, such as the Equity Officer. The LCAP and related actions and services are included on the agenda. Monthly, these meetings focus on a different goal, reviewing data, and working on improvement science practices to monitor progress towards goals. Principal representatives from |

| Educational Partner(s) | Process for Engagement |
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| | each level attend Cabinet, which aids in a site-level perspective on the implementation progress of the LCAP Actions and Services. Cabinet members reviewed the District's progress in each of the State's Priorities and provided feedback on continuing and new actions and services.<br><br>• When: August 28, 2023, September 25, 2023, October 30, 2023, November 27, 2023, January 29, 2024, February 27, 2024, March 25, 2024, April 29, 2024, and June 3, 2024<br>• How: In-person monthly meetings held in three-hour increments |
| Equity Multiplier Fund School - Tracy High School | **Staff Survey**<br>Staff was provided with a survey to gather input on ways to improve learning conditions for Tracy High School students.<br><br>• When: December 15, 2023<br>• How: Google form explained and provided at a staff meeting.<br><br>**School Site Council**<br>The administration worked with the School Site Council to gather input on the needs of Tracy HS students in order to improve academic outcomes and graduation rates.<br><br>• When: December 20, 2023<br>• How: School Site council members met to discuss the requirements of the Equity Multiplier Funds and gathered recommendations on recommended activities.<br><br>**Leadership Team Meetings**<br>District supported site leadership team meetings were held as a collaborative data analysis process to determine both short-term and long-term programming recommendations. The leadership team consisted of site administrators, union representatives, department leads, and classified staff as well as the District Supervisor of College and Career programs and District Counselor for Academic Support. |

| Educational Partner(s) | Process for Engagement |
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| | • When: April 9 and April 24, 2024<br>• How: Full-day subs were provided at two of the meeting days and one was held after school hours. |

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

In response to the needs that educational partners identified related to academics, assessment outcomes, and English learner progress, ABC Unified School District will implement a broad goal that includes actions to:

- Offer actions or services related to support programs (such as tutoring) for math and literacy initiatives with a focus on the needs of English learners, foster/homeless youth, low-income, and students with disabilities.
- Implement credit recovery programs to support specific student groups struggling with grade-level standards while prioritizing access for English learners, Hispanic students, foster/homeless youth, low-income, and students with disabilities.
- Provide students the opportunity to attend summer school, prioritizing services for foster/homeless youth, English learners, and low-income students.
- Offer Advanced Placement and Dual Enrollment opportunities across school sites, including Early College Programs, to support various student needs and increase access for low-income students to post-secondary education.
- Provide supplemental materials that can be used at home for core content areas and advanced placement coursework to support the needs of low-income, foster/homeless youth.
- Expand allocated funds for Dual Immersion programs at various school sites to increase access for English learners and low-income students.
- Increase funds for culturally and linguistically diverse reading materials for students at school sites
- Broadening offerings of college and career readiness programs, such as AVID, workability, career-related internships, and Career Technical Education experiences to increase access to low-income students.
- Provide professional learning and coaching to support improved implementation of EL curriculum and instructional strategies, focusing on the needs of Long Term English learners.
- Provide professional learning and coaching to support Math academic outcomes, specifically focused on the needs of at-promise students and students with disabilities.
- Improve transparency of data analysis and multiple measures used to identify students' needs.
- Implement small group support and instruction through additional staff members at school sites with the highest needs.
- Offer enrichment opportunities for hands-on experiences for students in sciences, arts, history day, and band.
- Improve technology integration by taking a balanced approach to using supplemental software programs, such as IXL, Nearpod, Kami, and others, to support academic achievement in math and ELA.
- Provide foster/homeless students with learning resources to be used at home.
- Improve site-based scheduling and course access policies by offering additional classes outside of the school day or adjusting the master schedule to improve the opportunity for Physical Education and Elective offerings.

In response to the needs that educational partners identified related to connectedness, student well-being, and attendance rates, ABC Unified School District will implement a broad goal that includes actions to:

- Strengthen and clearly define the District's systems and processes for monitoring foster/homeless youth's progress and access to services.
- Continue the support of Mental Health Professionals at school sites to support student connectedness, prioritizing the needs of low-income students and foster/homeless youth.
- Add professional learning for behavior management and positive behavior support systems.
- Hire behavior management specialists to support the needs of students.
- Improve coordinated behavior support systems to ensure programs such as PBIS, school-based initiatives, and SEL curriculum are implemented to fidelity.
- Provide professional learning for staff, classified and certified, on fostering a culture of inclusivity and respect for diversity specific to the school community's needs.
- Conduct home visits with families of low-income students experiencing chronic absenteeism.
- Offer parent workshops that provide clear data on student programs to improve connectedness.
- Increase the availability of academic counselors, including EL counselors, at schools to support low-income, English learner, foster/homeless youth in staying on track with academic plans.
- Add EL counselors full-time to schools with high needs for English learners and LTEL.
- Provide professional learning and support for a welcoming school environment for classified staff members.
- Promote improved family-school partnerships supporting student learning to address the needs of foster youth, English learners, and low-income families.
- Create community hubs with support services, tutoring, advisement, and transportation support.
- Continue the support of parent advisory groups, prioritizing the needs of African American students, Hispanic students, and English learners.
- Continue the Equity Officer role by supporting restorative practices at school sites.
- Offer a college and career fair with various university offerings, including community colleges, trade schools, historically black colleges, and private and public universities.

In response to the needs that educational partners identified related to student safety, technology, and suspension rates, ABC Unified School District will implement a broad goal that includes actions to:

- Expand the use of staff to supervise at lunch, breaks, and restroom supervision.
- Allocate resources to school sites to inform site-based decisions regarding student safety to consider the needs of African American students, Hispanic students, low-income students, foster/homeless students, and English learner students.
- Implement Project Kinship or some form of teen mentoring program at secondary school sites to prevent behaviors such as gang and drug activity.
- Continue the implementation of additional Student Intervention Assistants across comprehensive high schools (security staff).

- Enhance the positive behavior community of practice, offering professional learning for behavior intervention strategies specific to the needs of school populations.
- Implement a districtwide discipline matrix to support consistent practices and policies across school sites.
- Improve communication structures to notify parents during safety situations.

In addition to informing the above goals, feedback from educational partners has influenced the following aspects of the LCAP and/or LCAP process:

- Addition of a new broad goal to focus on the needs of students with disabilities access to programs and resources, with a focus on supporting students who are low-income.
- Improved practices for displaying metric data within the goals that differentiates student outcomes specific to student groups.
- Coordinate programs and services to ensure Multi-tiered Systems of Support are evident and clear districtwide.
- Increase the frequency of LCAP-PAC and parent education meetings around the LCAP so that they occur throughout the school calendar year.

In response to the needs that educational partners identified related to Equity Multiplier School, Tracy High School, ABC Unified School District will implement a focus goal that includes actions to:
- Improve structures to address high chronic absenteeism, including home visit frequency and documentation of attendance concerns.
- Add an academic counselor to support students with 1:1 academic plans to ensure graduation within four years.
- Coordinate policies and practices with comprehensive school site administrators to address student credit recovery and intervention as soon as possible so that students may have the option to return to the comprehensive campus if desired.
- Review and adjust the academic curriculum or course for ELA and Math to ensure that pacing and content are appropriate and relevant to the needs of Hispanic, low-Income, and English learner students.

# Goals and Actions

## Goal

| Goal # | Description | Type of Goal |
|--------|-------------|--------------|
| 1 | Ensure improved academic outcomes for all students by implementing ABC's four pillars of the instructional framework (environment, engagement, evaluation of learning, and empowerment), as well as tiered academic support practices across grade spans. ABC Unified commits to supporting student growth towards achieving grade-level goals as indicated by local/state assessments, ultimately ensuring students graduate on-time. | Broad Goal |

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

This goal was developed in response to the needs identified through data analysis and input from educational partners.

The analysis of California School Dashboard data indicated a clear need to continue supporting English Language Arts (ELA), English language development (ELD), and Math, specifically to the needs of various student groups in ABC Unified.

Key data points include:
- 64% of all students in grades 3-8 and 11 met or exceeded standards in English Language Arts (ELA) on state assessments. However, subgroups were well below the District average: 53% of low-income (LI) students, 36% of homeless (HOM) students, 24% of students with disabilities (SWD), 15% of English learner (EL) students, and 12% of foster youth
- The percentage of English learners and foster youth meeting grade level in ELA declined on state assessments from the prior year
- 52% of all students in grades 3-8 and 11 met or exceeded standards in math on state assessments. However, subgroups were below the District average: 38% of low-income students, 24% of homeless students, 20% of students with disabilities, 13% of English learner students, and 11% of foster youth
- SWD scores an average of 80.5 points lower than their grade-level peers on state assessments for ELA and math
- 2% of EL students in grades 5, 8, and 11 met or exceeded standards in science, and only 47% of all students scored met or exceeded standards in science overall
- 37% of EL students scored at proficiency level 3 on ELPAC summative results
- 56% of EL students are progressing towards English language proficiency (ELPI)
- The local benchmark assessments, as described in the Measuring and Reporting Results section below, also reflect the need for additional support in math and ELA

During the LCAP development process, educational partners identified the need to:

- Offer actions or services related to support programs for Math and Literacy Initiatives, focusing on the needs of English learners, foster/homeless youth, low-income students, and students with disabilities.
- Provide professional learning for support staff and teachers, with a focus on English learners' language development, and math
- Increase learning opportunities for low-income students, English learners, foster/homeless youth, and students with disabilities
- Improve access to supplemental materials for low-income students
- Increase student's hands-on experiences through small group instruction and additional academic program support
- Provide students the opportunity to attend summer school, prioritizing services for foster/homeless youth, English learners, and low-income students
- Increase funds for culturally and linguistically diverse reading materials for students at school sites
- Improve transparency of data analysis and multiple measures used to identify students' needs
- Implement small group support and instruction through additional staff members at school sites with the highest needs
- Offer enrichment opportunities for hands-on experiences for students in sciences, arts, history day, and band
- Improve technology integration by taking a balanced approach to using supplemental software programs, such as IXL, Nearpod, Kami, and others, to support academic achievement in math and ELA
- Provide foster/homeless students with learning resources to be used at home
- The District plans to improve academic performance in math, English Language Arts, and English learner proficiency through actions that support and improve student learning. It will measure progress towards this goal using the metrics identified below

Notes:
- The terms "low-income students" and "socioeconomically disadvantaged students" refer to the same group of students. Low-income students are referred to as socioeconomically disadvantaged students within the Dashboard.
- Unless otherwise noted, baseline data is from the 2022-2023 school year.

# Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| #1: Actions 9,10,11, 12 | Williams Credentialing Report | In 2023-2024, 99% of teachers will be appropriately credentialed and properly assigned as evidenced by CTC monitoring and Williams Reporting. | | | In 2026-2027, 100% of teachers will be appropriately credentialed and properly assigned as evidenced by CTC monitoring and Williams Reporting. | |
| #2: Action 1 | Williams Instructional Materials Report | In 2023-2024, 100% of schools met the Williams instructional requirements through site visits and surveys. | | | In 2026-2027, 100% of classrooms will meet Williams instructional materials reporting requirements. | |
| #3: Actions 2, 3, 4 | District Benchmark ELA Elementary | In Spring 2024, 62.1% of 2nd-6th grade students were proficient in reading using a local district benchmark. English Learner - 11% Foster Youth - 55% Homeless - 44% Low Income - 55% Students w/Disabilities - 28% African American - 53% | | | In Spring 2027, 68% of 2nd-6th grade students will be proficient in ELA English Learner - 20% Foster Youth - 61% Homeless - 60% Low Income - 61% Students w/Disabilities - 34% African American - 59% | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| #4: Actions 2, 3, 4 | District Benchmark Math Elementary | In Spring 2024, 58.4% of 2nd-6th grade students were proficient in math using a local district benchmark. English Learner -16% Foster Youth - N/A Homeless - N/A Low Income - N/A Students w/Disabilities - 25% African American - 33% | | | In Spring 2027, 64% of 2nd-6th grade students will be proficient in math. English Learner - 25% Foster Youth - N/A Homeless - N/A Low Income - N/A Students w/Disabilities - 30% African American.- 40%% | |
| #5: Actions 2, 3, 4 | District Benchmark ELA Secondary | In Spring 2024, 66.4% of 7th-12th grade students were proficient in ELA using a local district benchmark. English Learner - 8.9% Foster Youth - 24.1% Homeless - 39.1% Low Income - 42.9% Students w/Disabilities - 27.1% | | | In Spring 2027, 72% of 7th-12th student will be proficient in ELA. English Learner - 20% Foster Youth - 30% Homeless - 45% Low Income - 50% Students w/Disabilities - 30% | |
| #6: Actions 2, 3, 4 | District Benchmark Math Secondary | In Spring 2024, 56% of 7th-12th grade students were proficient in math using a local district benchmark. English Learner - 20.3% Foster Youth - 25.6% | | | In Spring 2027, 62% of 7th-12th grade students will be proficient in Math. English Learner - 40% | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | Homeless - 32.5%<br>Low Income - 48.6%<br>Students w/Disabilities - 21.6%<br>Hispanic - 42.9% | | | Foster Youth - 25%<br>Homeless - 55%<br>Low Income - 55%<br>Students w/Disabilities - 27%<br>Hispanic - 48% | |
| #7: Actions 3, 6 | District Benchmark Science | Data expected Fall of 2024 | | | To be determined by Fall of 2024 | |
| #8: Actions 1, 2, 3, | CAASPP ELA | According to DataQuest, CAASPP ELA data from 2022-2023, 64% of students met or exceeded standards.<br>English Learner - 15%<br>Foster Youth - 12%<br>Homeless - 36%<br>Low Income - 53%<br>Student w/Disabilities - 24%<br>African American - 52% | | | In 2025-2026, 69% of students will meet or exceed the standard for CAASPP ELA.<br>English Learner - 23%<br>Foster Youth - 20%<br>Homeless - 42%<br>Low Income - 60%<br>Students w/Disabilities - 28%<br>African American - 58% | |
| #9: Actions 1,3,4,6 | CAASPP Math | According to DataQuest, CAASPP Math data from 2022-2023, 52% of students met or exceeded standards.<br>English Learner - 13%<br>Low Income - 38% | | | In 2025-2026, 58% of students will meet or exceed the standard for CAASPP Math .<br>English Learner - 20% | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | Foster Youth - 11%<br>Homeless - 24%<br>Students w/Disabilities - 20%<br>Hispanic - 49%<br>African American - 52% | | | Foster Youth - 44%<br>Homeless - 18%<br>Low Income - 30%<br>Students w/Disabilities - 23%<br>Hispanic - 55%<br>African American - 58% | |
| #10: Actions 1, 3,6 | California Science Test (CAST) | According to DataQuest, CAST data from 2022-2023, 47% of 5th, 8th, and HS students taking the CAST met or exceeded the standards.<br>English Learner - 2%<br>Low Income - 34.29%<br>Foster Youth - 0%<br>Homeless - 30.77%<br>Students w/Disabilities - 13.73% | | | In 2025-2026, 53% of students will meet or exceed the standard for CAASPP Science.<br>English Learner - 12%<br>Low Income - 40%<br>Foster Youth - 10%<br>Homeless - 40%<br>Students w/Disabilities - 25% | |
| #11: Actions 2, 3 | 11th grade EAP Assessment for ELA and Math | According to DataQuest, in 2022-2023 the percentage of students proficient in ELA was 42.6% and in Math was 25.4%. | | | In 2025-2026, 2026, the percentage of students proficient in ELA will be 48.6% and in Math will be 35.4%. | |
| #12: Actions 7, 8 | English Learner Progress Indicator | According to the California Dashboard in 2022-2023, the English Language Progress | | | In 2025-2026, the English Learner Progress Rate will | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | Rate was 56.2% a 2% decrease from 2021-2022. | | | be 63% and increase of 7%. | |
| #13: Actions 7, 8 | Reclassification Rate | According to CALPADS data in 2022-2023, 26.5% of EL students reclassified. | | | In 2025-2026, reclassification rates will maintain 25% or above | |
| #14: Actions 7, 8 | LTEL percentage | According to DataQuest in 2022-2023, the LTEL percentage was 8.6%. | | | In 2025-2026, the LTEL percentage will reduce to 6%. | |
| #15: Action 5 | A-G rates | According to DataQuest in 2022-2023, 62.1% of students graduated with A-G completion: English Learner - 25.7% Low Income - 54.1% Foster Youth -22.2% Homeless - 21.4% Students w/Disabilities - 13.5% | | | In 2025-2026, 68% of students will graduate with A-G completion: English Learner - 35% Low Income - 64% Foster Youth - 35% Homeless - 35% Students w/Disabilities - 30% | |
| #16: Action 5 | College and Career Indicator (CCI) | According to the California Dashboard 2022-2023, 60.8% of students are CCI prepared. English Learner - 23.9% Low Income - 52.1% Foster Youth - 7.7% Homeless - 10.5% | | | In 2025-2026, 68% of students will be identified as CCI prepared. English Learner - 30% Low Income - 60% Foster Youth - 12% Homeless - 15% | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | Students w/Disabilities - 13.8%<br>Hispanic - 41.6% | | | Students w/Disabilities - 17%<br>Hispanic - 48% | |
| #17: Action 5 | Graduation Rate | According to the California Dashboard 2022-2023, 94.6% of students graduated.<br>English Learner - 92.2%<br>Low Income - 93.3%<br>Foster Youth - 71.4%<br>Homeless - 75%<br>Students w/Disabilities - 86.2% | | | In 2025-2026, the graduation rate will be 98%<br>English Learner - maintain 92% or higher<br>Low Income - maintain 93% or higher<br>Foster Youth - 85% or higher<br>Homeless - 85% or higher<br>Students w/Disabilities - 90% or higher | |
| #18: Actions 9,10,12 | Walkthrough data on ABC's Four Instructional Pillars | Baseline data Fall of 2024 | | | To be determined after baseline data in Fall of 2024. | |

# Goal Analysis

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

# Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| 1.1 | Supplemental Instructional Materials | District staff will work with all school sites to determine supplemental materials needs through instructional materials committees focused on improving access to a variety of texts, monitoring the use of supplemental programs, and determining which programs or materials best meet the needs of their student populations. These materials are focused on increasing access to core content and language development to improve academic support. Results from state testing (CAASPP ELA and Math), Williams instructional materials reporting, local benchmark metrics, and parent and student survey results specific to the diversity of material offerings will be monitored to analyze the effectiveness of this action.<br><br>Action activities include:<br>• Diversity book fair for elementary schools to represent various student cultures<br>• Additional technology programs or supplemental curriculum to address the needs of English learners<br>• Additional learning materials to improve practice in core subjects (such as workbooks)<br>• Take home copies of materials for low-income students<br>• Teacher committees for reviewing relevant and diverse curriculum materials (for example, English Language Arts and math)<br>• Age-appropriate language development books<br>• Calculators required for higher-level math courses | $766,674.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **1.2** | Literacy labs in elementary schools and Writing support centers in Secondary | District staff will work with school sites to coordinate the needs of specific student groups to improve literacy skills by implementing literacy labs in elementary schools. The labs will be staffed to support students, using additional instructional materials and appropriate learning software to ensure students can read by 3rd grade and upper grades and are developing comprehension skills. Similarly, secondary schools will host writing centers to support writing across the curriculum and ensure students can access adults and peers who can help guide and improve writing outcomes. Results from CAASPP ELA, local benchmark metrics, and common writing assessments at specific grade levels will be used to monitor progress.<br><br>Action activities include:<br>• Literacy tutors<br>• Use of license based program to provide additional practice<br>• Materials needed for reading and writing activities | $550,000.00 | Yes |
| **1.3** | Progress monitoring and data analysis | School sites will be provided professional learning on progress monitoring tools via student information systems and additional platforms that monitor support for students. ABC Unified will implement a more comprehensive progress monitoring system tailored to the specific needs of underserved student groups, including periodic benchmark assessments, common formative assessments, and interim assessments in ELA, math, and science. Data analysis of the results will provide timely information to adjust instruction and support services. Results from CAASPP, local benchmark metrics, and teacher and administrator-local indicator results specific to the usage of monitoring tools will be used to measure effectiveness.<br><br>Action activities include:<br>• Early Watch System monitoring through Student Information Systems<br>• Use of "STAR" ELA and Math for benchmarks<br>• Data analysis professional learning for teachers and administrators<br>• Use of Educlimber to monitor student progress with SST supports | $650,000.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **1.4** | Math support programs to build fluency with math facts and number sense | District staff will work with school sites to develop school-wide support plans to build fluency with math facts. Students need to build fluency to tackle complex, conceptual problems as they progress through grade level. ABC Unified will combine in-person support programs with the integration of interactive technology tools and data-tracking apps to support and identify the changing needs of low-income students struggling with math fluency. Results from CAASPP and CAA math and local indicators, such as quarterly benchmarks, will be utilized to monitor progress toward grade-level achievement.<br><br>Action activities may include:<br>• Math online programs such as IXL or Freckle Math<br>• Afterschool tutoring program<br>• Small group support during the school day<br>• Math coaches for high-needs school sites | $825,000.00 | Yes |
| **1.5** | Summer school programs | District staff will collect progress and school report cards to identify students who need extra support, such as low-income, foster/homeless, and English learners. The elementary Jump Start program will help low-income students review standards and learn new things for the next school year. Secondary summer programs will offer credit recovery and original credit and help students transition to the next grade level. High school transition programs will support students in English and math, provide enrichment, and explore career options with emotional support. Programs like Multilingual Academic Support (MAS summer program) and Math Acceleration will help English learners and students needing math support. Grades 9-12 can access online credit recovery with help from experts to finish courses. The District will use A-G rates, College and Career indicators, Graduation rates, and summer school data to track progress and ensure students are on track.<br><br>Action activities include:<br>• Programs to prepare students for middle and high school<br>• Grade-level support programs for elementary and middle school<br>• Acceleration programs in Math<br>• Credit recovery opportunities<br>• Programs to address course of study conflicts<br>• Programs designed for language development for English learners | $1,427,700.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **1.6** | Interactive math and science enrichment experience for elementary and middle school students | The District will coordinate with school sites to provide hands-on learning opportunities that engage students and foster a deeper understanding of mathematical and scientific concepts. By tailoring these experiences to the diverse needs of ABC Unified's student population, the District seeks to address learning gaps and promote academic success. Additionally, including interactive elements aims to make learning more accessible and enjoyable, encouraging active participation and sustained interest in math and science. Results from CAASPP Math and CAST Science, participation surveys, and monitoring of student participation (by group) will be used to measure the effectiveness of this action.<br><br>Action activities include:<br>• Middle School STEM Olympics<br>• STEAM Elementary Events<br>• 6th grade Interactive Science Camp<br>• Summer STEM camps<br>• Math Field Day and Escape Room Activities | $408,114.00 | Yes |
| **1.7** | Language development extended learning for long-term English learners | District staff will coordinate support for teachers and staff to better meet long-term English learners' academic needs (LTEL) and achieve reclassification. Language development support may require additional time within and beyond the school day for English learners to continue to improve their language skills and develop their home language. The effectiveness of this action will be measured by results from the ELPAC, EL reclassification rates, English Learner Progress Indicator (Dashboard), as well as teacher and administrator-local indicator results specific to professional learning.<br><br>Action activities include:<br>• Language Excels Summer Program<br>• Additional staff for small group instruction of long-term English learners<br>• Saturday School programs<br>• Professional learning for teachers and administrators | $809,400.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **1.8** | Systems of support for reclassification and ELPAC | District staff will work with all school sites to support English learners on ELPAC, reclassification, progress monitoring of language acquisition, and data analysis. The Language Assessment Center will support English learners in administering the initial and summative ELPAC, Alternate ELPAC (for students with disabilities). The effectiveness of this action will be measured by results from the ELPAC, EL reclassification rates, English Learner Progress Indicator (Dashboard), as well as teacher and administrator-local indicator results specific to professional learning.<br><br>Action activities include:<br>• Language Assessment Center staff and support for ELPAC testing<br>• Systems to support progress monitoring of English learners, LTELs, and RFEP students<br>• District support for sites to develop EL Site Teams to monitor the progress of English Learners | $121,000.00 | Yes |
| **1.9** | Professional learning for certificated and classified staff and planning time for teachers | District staff will coordinate with school sites to provide professional learning and additional planning time to develop and implement lessons that reflect ABC's Four Pillars of the Instructional Framework: Engagement, Environment, Evaluation of Learning, and Empowerment. Professional learning will focus on the English Learner Roadmap and Universal Design for Learning strategies to support and enhance the MTSS structures in the district. Teachers can collaborate with colleagues regarding lesson plans designed for student group needs and provide on-time intervention support. Vertical planning time will also be provided to teachers at critical transition grades (6th, 8th, and 9th) to ensure continuous student learning in core subject areas. Classified staff will be trained on the ABC Instructional Frame to better support and engage students in the classroom. Results from CAASPP ELA and Math, classroom walkthroughs, and teacher-local indicator results specific to planning and collaboration time will be used to monitor the effectiveness of this action. | $1,268,056.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | Action activities include:<br>• Scheduled planning days with support from the district coach<br>• Culturally affirming and universal design for learning strategy implementation<br>• EL Roadmap Principles integration in daily lessons<br>• Schedules that reflect consistent planning time for staff<br>• Paraeducator training on key learning strategies | | |
| **1.10** | Coaching support for administrators on implementing the ABC Instructional Framework | The District recognizes the critical role of instructional leadership in improving classroom instruction and will provide coaching to principals and district leaders in ABC's Four Pillars of the instructional framework. This coaching will equip leaders with the skills and strategies needed to effectively support and mentor teachers in implementing best practices. Leaders can better guide teachers in creating engaging and effective learning environments by aligning leadership practices with the instructional framework. Additionally, ongoing coaching will allow leaders to provide targeted feedback and support tailored to the specific needs of teachers and students. Classroom walk-throughs, survey results, and CAASPP Math and ELA indicators as well as local benchmarks, will measure the effectiveness of this action.<br><br>Action activities include:<br>• Monthly Leadership enrichment meetings<br>• Four school site visits that may include site leadership teams to discuss the implementation of best practices<br>• Development of common and agreed-upon walk-through documents | $494,479.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **1.11** | Additional teaching staff at high-needs elementary and middle school sites | Additional elementary teachers are assigned to small instructional groups of students who are English learners and or students from low-income backgrounds who will be taught ELA/ELD, math, social science, and science at their instructional level and provide students with the additional support needed to master grade-level standards in the core subject areas. Results of CAASPP ELA and Math assessments, benchmark scores, and literacy progress monitoring data will be used to measure effectiveness. | $2,400,000.00 | Yes |
| **1.12** | Supplemental concentration funds at specific high needs sites | Supplemental concentration funds are distributed to specific sites with high needs for low-income students, English learners, foster/homeless youth at Artesia High School, Fedde Middle School, Aloha Elementary, Furgeson Elementary, Hawaiian Elementary and Melbourne Elementary School. | $1,379,063.00 | Yes |
| **1.13** | Recruit, hire, and train highly qualified credentialed teachers and related classified personnel | The District will work to attract skilled educators who can effectively support student learning and development. By prioritizing the recruitment of qualified and diverse personnel, the District seeks to maintain a high standard of instructional quality across all schools. Additionally, comprehensive training programs will be implemented to support professional growth and ongoing development for both teachers and classified staff. Ultimately, this action contributes to the District's goal of providing students with access to high-quality education and supportive learning environments. The results of William's credentialing reports will be used to monitor the effectiveness of this action. | $185,476,000.00 | No |
| **1.14** | General Administrative functions and other duties | The District will ensure compliance with state and federal regulations, oversee budget allocation and financial management, manage human resources, including hiring and professional development, maintain facilities and infrastructure, and facilitate effective communication with educational partners. | $18,655,000.00 | No |

# Goals and Actions

## Goal

| Goal # | Description | Type of Goal |
|--------|-------------|--------------|
| 2 | Ensure student connectedness, well-being, and sense of safety by improving students' perceptions of caring adult relationships, meaningful school participation, and school safety (physical & mental) through positive and inclusive learning environments that consistently and proactively implement systemic tiered behavioral and mental health supports for students from diverse backgrounds. Additionally, ABC Unified will improve student attendance rates and enhance family/community engagement and empowerment practices as reflected in measurable indicators such as chronic absenteeism, graduation rate, suspension rate, and local metrics. | Broad Goal |

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
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.

This goal was developed in response to the needs identified through data analysis and input from educational partners.

The analysis of California School Dashboard data indicated a clear need to continue supporting student connectedness and student safety, focusing on chronic absenteeism, suspension rates, graduation rates, and local qualitative metrics such as the California Healthy Kids Surveys and California School Parent Surveys.

Key data points include:

- The District's overall graduation rate declined by 1.2%, with the following subgroups also indicating a decline in on-time graduation: homeless students (-14.7), Low-Income students (-2.4), African American students (-0.7), Asian students (-0.9), Filipino students (-2.6), Hispanic students (-1.9), and White students (-5.4)
- 15.3% of ABC Unified students in grades K-8 are chronically absent. Absenteeism rates are notably elevated among Students without permanent housing (56.9%), Foster youth (30.1%), English learners (17.3%), African American students (21.5%), Hispanic students (20.6%), Pacific Islanders (18.7%), Students with Disabilities (23.2%), Students with two or more races (16.2%), and White students (18.3%)
- All schools in ABC Unified (30) have an unduplicated student group (UDP) as either red or orange, indicating little progress in increasing attendance rates

- 1.9% of ABC Unified students are suspended. These rates are elevated for the following student groups: English learners (3.2%, foster youth (7.0%), homeless youth (6.7%) low-income(2.7%), students with disabilities (3.9%), African American students (3.5%) and Hispanic students (2.8%)
- Specific school sites (identified in red on the CA Dashboard) indicate a need for additional support for all student groups with behavior strategies.
- Baseline data from 2022-2023 indicates variances in perceived safety among students, staff, and parents. The following indicates the rating of perceived safety: 63% of students, 85% of staff, and 93% of parents
- EL parent surveys from 2023-2024 indicate only 80% of EL parents perceive their child feels safe at school
- Baseline data from the 2023 California Healthy Kids Survey indicates school connectedness decreases from elementary to middle to high school. The following are the percentages of students who feel connected to schools most of the time: 69% for 6th-grade students, 58% for 7th-grade students, 56% for 9th-grade students, and 53% for 11th-grade students
- The Middle School California Parent survey indicates that 58% of ABC Unified students can identify a caring adult relationship as a support system at their school (an increase over the last three year of 6%)
- Title I and EL parent surveys from 2023-2024 indicate only 58.94% of English learners and low-income families understand how to offer input in the school's decision-making process.
- 

During the LCAP development process, educational partners identified the need to:
- Strengthen monitoring systems for foster and homeless youth, ensuring access to essential services and tracking progress effectively
- Enhance student support services through the presence of Mental Health Professionals, prioritizing the needs of low-income students and those in foster or homeless situations
- Implement professional development on behavior management and positive behavior support systems, supported by behavior management specialists to cater to student needs
- Foster a culture of inclusivity and respect for diversity through professional learning opportunities for all staff, emphasizing the school community's specific needs
- Enhance family-school partnerships through targeted outreach, including home visits and workshops tailored to the needs of foster youth, English learners, and low-income families
- Increase staff presence for supervision during lunch, breaks, and restroom periods to ensure student safety and provide resources to school sites to inform their decision-making on student safety, focusing on the needs of diverse student groups
- Introduce a program educating students about social media risks and privacy protection to prevent cyberbullying and other online dangers, as well as improved communication structures utilizing technology resources
- Establish teen mentoring initiatives like Project Kinship at secondary schools to deter at-risk behaviors such as gang involvement and substance abuse


The District plans to improve student connectedness and students' experiences of a positive and safe school environment through actions that address and support the needs of specific student groups to thrive in inclusive, welcoming environments. ABC Unified will measure progress towards this goal using the metrics identified below.

Notes:
- The terms "low-income students" and "socioeconomically disadvantaged students" refer to the same group of students. Low-income students are referred to as socioeconomically disadvantaged students within the Dashboard.
- Unless otherwise noted, baseline data is from the 2022-2023 school year.

## Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| #1: Action 1, 2, 7, 9, 10,12 | Attendance Rates | According to CALPADS, the District attendance rate for 2022-2023 was 93.8%. English Learner - 91.7% Foster Youth - 92.1% Homeless - 67.8% Low Income - 92.7% Students w/Disabilities - 91.3% | | | In 2025-2026, the District attendance rate will be 96%. English Learners - 93% Foster Youth - 94% Homeless - 85% Low Income - 94% Students w/Disabilities - 93% | |
| #2: Action 1, 2, 7, 9, 10, 12 | Chronic Absenteeism Rates | According to California Dashboard, the District chronic absenteeism rate for 2022-2023 was 16.3%. English Learner - 23.9% Foster Youth - 26.6% Homeless - 56.5% Low Income - 21.6% Students w/Disabilities - 26.4% African American - 21.5% Hispanic - 20.6% | | | In 2025-2026, the District chronic absenteeism rate will be 10%: English Learners - 15% Foster Youth - 25% Homeless - 30% Low Income - 15% Students w/Disabilities - 20% | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | White - 18.3%<br>Two or More Races - 16.2% | | | African American - 10%<br>Hispanic - 10%<br>White - 10%<br>Two or More Races - 10% | |
| #3:<br>Actions 1, 2, 7, 9, 10, 12 | Middle School Dropout Rate | According to DataQuest, the middle school dropout rate for 2022-2023 was 0.2%. | | | In 2025-2026, the middle school dropout rate will be 0%. | |
| #4:<br>Actions 1, 2, 7, 9, 10, 12 | High School Dropout Rate | According to DataQuest, the high school drop out rate for 2022-2023 was 1.6%. | | | In 2025-2026, the middle school dropout rate will be less than 1%. | |
| #5:<br>Actions 1 - 13 | Graduation Rate | According to California Dashboard, the Graduation rate for 2022-2023 is reported at 94.5% (4 year cohort)<br>English Learner - 92.8%<br>Foster Youth - 60.0%<br>Homeless - 73.7%<br>Low Income - 93.2%<br>Students w/Disabilities - 85.7%<br>Hispanic - 91.3% | | | In 2025-2026, the Graduation rate will be 98%.<br>English Learner - maintain 92% or higher<br>Foster Youth - 85% or higher<br>Homeless - 85% or higher<br>Low Income - maintain 93% or higher<br>Students w/Disabilities - 90% or higher<br>Hispanic - 97.6% | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| #6: Actions 3, 4, 5, 6, 7 | Suspension Rates | According to California Dashboard, the suspension rate for 2022-2023 was 1.9%. English Learner - 3.9% Foster Youth - 11.1% Homeless - 2.1% Low Income - 2.7% Students w/Disabilities - 4.4% African American - 3.5% Hispanic - 2.8% | | | In 2025-2026, the suspension rate will be 1.0% English Learners - 1.5% Foster Youth - 4% Homeless - 1.5% Low Income - 1.5% Students w/Disabilities - 1.5% African American - 1.5% Hispanic - 1.5% | |
| #7: Actions 3, 4, 5 | Expulsion Rates | According to CALPADS, the expulsion rate for 2022-2023 was 0.1% | | | In 2025-2026, the expulsion rate will be .05%. | |
| #8: Actions 1 -13 | Williams Report on Safety | According to the 2023-2024 Williams Report, 100% of the facilities inspected were safe, clean and functional. | | | In 2026-2027, 100% of facilities inspected will be deemed safe, clean and functional on the Williams Report. | |
| #9: Actions 1 - 13 | Parent Perception of Safety (California School Parent Survey-CSPS) | According to the 2023-2024 CSPS, 92% of parents reported the school is a safe place for their child. | | | In 2026-2027, 95% of parents will report that the school is a safe place for their child on the CSPS. | |
| #10: Actions 1 - 13 | Student Perception of Safety (California | According to the 2023-2024 CHKS, students | | | In 2026-2027, students reporting feeling safe at | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | Healthy Kids Survey-CHKS) | reported they feel safe at school.<br>77% of 6th grade students<br>61% of 7th grade students<br>62% of 9th grade students<br>63% of 11th grade students | | | school on the CHKS will be:<br>84% of 6th grade students<br>68% of 7th grade students<br>69% of 9th grade students<br>70% of 11th grade students | |
| #11: Actions 1 - 13 | Staff Perception of Safety | Based on 2023-2024 District Staff Survey data: 90% agreed that ABC is a safe place to work. | | | In 2026-2027, 95% will agree that ABC is a safe place to work on the District Staff Survey. | |
| #12: Actions 1 - 13 | Student Perception of Connectedness (California Healthy Kids Survey-CHKS) | According to the 2023-2024 CHKS, students reported feeling connected in school.<br>72% of 6th grade students<br>60% of 7th grade students<br>56% of 9th grade students<br>56% of 11th grade students | | | In 2026-2027, students reporting feeling connected in school on the CHKS will be:<br>80% of 6th grade students<br>66% of 7th grade students<br>62% of 9th grade students<br>62% of 11th grade students | |
| #13: Actions 8, 11 | Parent Input in Decision Making (California School Parent Survey-CSPS) | According to the 2023-2024 CSPS, 85% of parents reported they are invited to participate in decision making. | | | In 2026-2027, 90% of parents will report they are invited to participate in decision making on the CSPS. | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| #14: Actions 8, 11 | Parent Participation in Programs for Unduplicated Pupils (California School Parent Survey-CSPS) | According to the 2023-2024 CSPS, 88% of parents feel welcome to participate. | | | In 2026-2027, 90% (or higher) of parents will report they feel welcome to participate on the CSPS. | |
| #15: 7, 8 | Student Perception of Having a Caring Adult (California Healthy Kids Survey-CHKS) | According to the 2023-2024 CHKS, students reported having a "caring adult" to reach out to: 65% of 6th grades students 58% of 7th grade students 55% of 9th grade students 59% of 11th grade students | | | In 2026-2027, students reporting having a "caring adult" to reach out to on the CHKS will be: 75% of 6th grade students 68% of 7th grade students 65% of 9th grade students 69% of 11th grade students | |

# Goal Analysis

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

## Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| 2.1 | Support for Students' Mental Health & Well-being | To enhance mental health support for low-income students and improve their school experience, the District will hire or continue employing a District Social Worker and Mental Health Professionals (MHPs). The District Social Worker will coordinate and monitor mental health services at school sites, utilizing platforms like Therapy Notes and Care Solace to track data and provide referrals. They will also train school-based mental health professionals on tiered supports and serve as the District's liaison for foster/homeless students. Meanwhile, the site MHPs will implement tiered support systems at their respective schools and act as liaisons for foster/homeless students. California Healthy Kids Survey metrics specific to students' mental health, such as connectedness and caring adult metrics, will be monitored to track the effectiveness of this action.<br><br>Action activities include:<br>• Two MHP's at each high school and 1 MHP at each middle and elementary school<br>• Connectedness activities such as lunch programs<br>• Lessons around stress management and student well-being | $4,229,571.00 | Yes |
| 2.2 | Technical assistance to school staff on attendance improvement | The District's Coordinator of Pupil Support Services and Attendance will work with school administrators to form attendance improvement teams at each school. These teams will receive training on best practices for improving attendance, including creating multi-tiered support systems and implementing attendance review processes. Teachers will receive regular communication about classroom strategies to support positive attendance. The Coordinator will collaborate with administrative professional staff of Child Welfare and Attendance to provide monthly data on students at risk of chronic absence and offer training for school secretaries on attendance | $228,000.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|----------|-------|-------------|-------------|--------------|
| | | accounting. Additionally, home visits will be conducted for at-risk students, and interventions will be coordinated for those who do not respond positively to initial support. These efforts aim to ensure all students and families receive the necessary support for regular school attendance, with specific attention given to certain schools and student groups identified for additional assistance. Results from monthly attendance, student connectedness metrics, and chronic absenteeism rates will be used to monitor the effectiveness of this action.<br><br>Action activities may also include:<br>• Home visits<br>• Attendance campaigns<br>• Parent and student meetings regarding attendance<br>• Resources for families for student well-being to remove barriers to attendance | | |
| **2.3** | Implement interventions and supports aimed at reducing suspensions and expulsions at school sites | The District will provide professional learning to school site staff on interventions for positive behavior support systems. Trained teachers will provide interventions for students needing other means of correction in lieu of suspension. Project Kinship will also provide extra support to students who need interventions related to conflict mediation drug use and may be a possibility for gang involvement. A teacher will help students work through conflicts and learn about staying away from drugs, alcohol, and tobacco. Extra support for student supervision will be provided at all schools. An anonymous reporting system will be in place at all schools so students can report any issues they see. Additional Student Intervention Assistants will be provided to secondary schools for student supervision. These actions ensure that students avoid violence and drugs while reducing suspensions and expulsions and ultimately reporting higher feelings of safety at school. Suspension, expulsion rates, and perceptions of safety by staff, students, and parents will measure the effectiveness of this action.<br><br>Action activities may include: | $250,000.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | <ul><li>Additional security staff at school sites</li><li>TUPE implementation</li><li>Programs for dispute resolution, antidrug and antitobacco (STEP/PATH/STAY) Programs</li><li>Mentoring programs such as Project Kinship</li></ul> | | |
| **2.4** | Evidence-based professional learning on Behavior Supports for classified and certificated staff | A District Behavior Specialist and a Teacher On Special Assignment (TOSA) will work to provide training to teachers and staff on effective strategies for managing classroom behavior, including consultation on Positive Behavioral Interventions and Supports (PBIS). They will also supervise Behavioral Aides supporting students needing Tier II and Tier III behavior support. Additionally, the TOSA will train staff on the PBIS framework and Social-Emotional Learning (SEL) curriculum, ensuring fidelity in implementation and providing direct support to school sites. The effectiveness of this action will be measured by attendance rates, reduced suspension rates, and students' ratings on connectedness on the California Healthy Kids Survey.<br><br>Action activities include:<ul><li>PBIS professional learning</li><li>Restorative practices programs</li><li>Thrively and Second Step curriculum materials</li><li>Behavior specialist support at school sites</li></ul> | $377,812.00 | Yes |
| **2.5** | Bullying prevention program and communication system | The District will support a comprehensive bullying prevention program and communication system to create a safe and inclusive learning environment for students. By incorporating technology solutions tailored to students' diverse needs and experiences, the District aims to foster a more equitable educational environment. The District's proactive approach aims to create a safer and more supportive school environment for students to feel safe, supported, and empowered to succeed regardless of their background. The effectiveness of this action will be measured by suspension rates, | $100,000.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | attendance rates, and California Health Kids Survey results specific to bullying.<br><br>Action activities include:<br>• Online reporting systems<br>• Digital Citizenship Education<br>• Anonymous Feedback Tools | | |
| **2.6** | Restorative training and program implementation | District staff will implement professional learning for school site staff focused on restorative practices and strategies that encourage understanding and repair when conflicts arise. Teachers and staff will receive training on implementing restorative practices in their classrooms and throughout the school community. The District will also provide ongoing support to implement these practices effectively. The District aims to create a positive and supportive school environment where students feel heard and respected, leading to improved relationships and behavior. The effectiveness of this action will be measured by suspension rates, attendance rates, and staff, parent, and student perceptions of safety.<br><br>Action activities include:<br>• Restorative circles to address school site concerns<br>• Parent workshops on restorative practices<br>• Training on asset-based practices and virtues language | $150,000.00 | Yes |
| **2.7** | Equity Officer | The Equity Officer will collaborate with various district departments and site administrators to provide welcoming school environments where students from low-income backgrounds thrive, feel safe, and are encouraged to engage in their school community. The Equity Officer will ensure that the District supports equitable practices and policies that create positive learning conditions for students to excel academically and graduate from high school prepared for post-secondary opportunities. Results from the California Healthy Kids Survey and California School Parent Survey on student connectedness, safety, and measures regarding diversity in representation will be used to measure the effectiveness of this action. | $250,000.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|----------|-------|-------------|-------------|--------------|
| | | Action activities include:<br>• Monthly reports on activities to the Board of Education<br>• Support for Black Family Circle and Hispanic Family and Student Alliance<br>• Professional learning on fostering welcoming environments for students and families | | |
| **2.8** | Community Culturally Affirming celebrations and activities | The District will work with school sites to organize events that celebrate the diverse cultures of students and their families. Students and parents will be supported in participating and sharing their cultural traditions with the school community through various activities, including the ABC School Showcase. These celebrations will provide opportunities for learning about different cultures and promoting inclusion and understanding among students and families to create a more supportive and inclusive school environment. Results from the California School Parent Survey and ratings on student connectedness will be used to measure the effectiveness of this action.<br><br>Action activities include:<br>• ABC School Showcase and Parent Information Events<br>• Culminating End of Year Celebrations focused on cultural pride<br>• National Heritage Month activities | $50,000.00 | Yes |
| **2.9** | Teen Parent Program | At Tracy High School's Teen Parent Program, teachers in alternative learning communities support students who are teen parents. These students often come from low-income backgrounds, face housing instability, or are in foster care. The program offers academic classes and parenting support in a small, supportive community. Its goal is to remove barriers to regular attendance and help students earn the credits needed to graduate on time. By providing a focused environment tailored to their needs, the program aims to support teen parents in achieving academic success while balancing their responsibilities as parents. Graduation rates, college and career indicators, and California Healthy Kids Survey results on caring adults will be used to measure the effectiveness of this action. | $300,000.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **2.10** | Homeless and Foster Youth Resources | District staff will work with school sites and local agencies to provide resources to keep foster youth and students experiencing homelessness engaged and consistently attending school. This includes offering counseling services, transportation assistance, and access to basic needs like food and clothing. The District will also assign dedicated staff to support these students and connect them with community resources. Regular check-ins and personalized support plans will be developed to address their individual needs and challenges. Metrics such as attendance rates, chronic absenteeism, and graduation rates will be used to measure the effectiveness of this action. | $300,000.00 | Yes |
| **2.11** | Family Engagement Workshops and Parent Advisory Committees | District and site staff will ensure regular, two-way communication with parents, providing updates on student learning and involving families in activities to support foster and low-income students' social-emotional, behavioral, and academic success. The school district aims to increase parent engagement by offering workshops and activities that promote involvement in school life. The California Healthy Kids Survey (CHKS) will be given annually to 6th, 7th, 9th, and 11th-grade students to monitor the effectiveness of resources and programs. Parents and caregivers will also be able to participate in the California School Parent Survey (CSPS) which assesses their feelings of being welcomed and valued in the school community. Parent Advisory Committees will meet regularly to review support systems for specific student groups to collaborate with the District on structures and resources that would best serve the needs of families and students. Results from CSPS and CHKS and attendance to workshops or PAC meetings will be used to measure the effectiveness of this action.<br><br>Action activities include:<br>• Workshops for families that focus on various topics, including high school registration, AP offerings and their impact on College and Career, and school support for academics.<br>• Implementation of CHKS and CSPS surveys<br>• Educational Partners Guide<br>• Regularly scheduled meetings for Parent Advisory Committees<br>• Parent liaisons at school sites to increase family outreach services | $198,000.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **2.12** | Access to VAPA, Band, College and Career electives, and Physical Education/Athletics at school sites | Site allocations for supplemental/concentration funds for elementary and secondary schools will support low-income, homeless, foster youth, and English learner students. Activities will be specifically aligned to access a broad course of study specific to Visual and Performing Arts (VAPA), Band, Elective offerings aligned with CTE Pathways or College goals, and Physical education/athletic program offerings that would enhance and remove barriers to participation in school sports programs. Schools will develop a site plan and utilize a process to ensure that their supplemental and concentration site funds are used to address their unduplicated pupils. Plans must specify the targeted support based on local assessments and community surveys. Teachers will have access to industry-standard instructional materials, helping students better prepare for related career options, to enrich their educational experiences, and keep them interested and engaged in school activities. College and career indicators, attendance rates, suspension rates, chronic absenteeism, Williams report on the safety of buildings, and connectedness metrics on CHKS will measure the effectiveness of this action.<br><br>Action activities include:<br>• Adjusted schedules personalized to students' needs<br>• Availability of intramural sports for EL students through flex scheduling<br>• Variety of course offerings based on student interest | $5,493,495.00 | Yes |
| **2.13** | Recruit, hire, train, and retain fully qualified maintenance staff | The District will recruit, hire, train, and retain fully qualified maintenance staff to enhance student safety and pride in the school environment. This involves recruiting skilled individuals, staff training, and ensuring they stay on the job. The District aims to create a safe and inviting atmosphere where students feel connected and proud of their school by having a highly skilled maintenance staff. | $31,628,000.00 | No |

# Goals and Actions

## Goal

| Goal # | Description | Type of Goal |
|--------|-------------|--------------|
| 3 | Ensure that all TK-12 students will attain college and career readiness through access to a diverse array of courses and experiences aligned with a college and career continuum that facilitates exploration and deepens their understanding of the breadth of post-secondary opportunities available to them. ABC Unified strives to enhance student readiness for their future endeavors as measured by metrics such as college and career indicator, Career Technical Education pathway completion, and the completion of post-secondary plans, in addition to local metrics regarding course access. | Broad Goal |

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

This goal was developed in response to the needs identified through data analysis and input from educational partners.

The California School Dashboard data analysis indicated a need to enhance student experiences to understand college and career options, improving enrollment in Career Technical Education programs, AP Enrollment, and Early College opportunities.

Key data points include:

- The District's overall graduation rate declined by 1.2%, with the following subgroups also indicating a decline in on-time graduation: homeless students (-14.7), low-income students (-2.4), African American students (-0.7), Asian students (-0.9), Filipino students (-2.6), Hispanic students (-1.9), and White students (-5.4)
- 60.8% of all students have met College and Career indicator requirements. However, the rates for specific student groups are 23.9% for English learners, 13.8% for students with disabilities, and 10.5% for homeless youth
- 21.1% of graduating seniors in 2023 completed one CTE pathway and A-G requirements, with lower rates for English learners (8%), low-income students (17%), students with disabilities (5%), and foster/homeless youth (3%)
- Low enrollment in Advanced Placement courses of specific student groups, notably only 20% of low-income students
- 8% of students are completing either one or two college credit courses (Dual enrollment or CTE)

- California Parent Survey results indicate that only 62% of parents feel that the school has done a good job of helping students plan for college or career
- Low enrollment in AVID by English learners, and foster/homeless youth
- The California Healthy Kids Survey indicates a low rating for Academic Motivation, with the following percentages of students that agree or strongly agree: 84% of 6th-grade students, 64% of 7th-grade students, 65% of 9th-grade students, 66% of 11th-grade students

During the LCAP development process, educational partners identified the need to:

- Offer Advanced Placement and Dual Enrollment opportunities across school sites, including Early College Programs, to support various student needs and increase access for low-income students to post-secondary education
- Implement credit recovery programs to support specific student groups struggling with grade-level standards while prioritizing access for English learners, Hispanic students, foster/homeless youth, low-income, and students with disabilities
- Expand allocated funds for Dual Language Immersion programs at various school sites to increase access for English learners and low-income students
- Broadening offerings of college and career readiness programs, such as AVID, workability, career-related internships, and Career Technical Education experiences to increase access to low-income students
- Offer enrichment opportunities for hands-on experiences for students in sciences, arts, history, civics, and band
- Improve site-based scheduling and course access policies by offering additional classes outside of the school day or adjusting the master schedule to improve the opportunity for Physical Education and Elective offerings
- Offer a college and career fair with various university offerings, including community colleges, trade schools, historically black colleges, and private and public universities
- Add EL counselors full-time to schools with high needs for English learners and LTEL
- Increase the availability of academic counselors, including English learner counselors, at schools to support low-income, English learner, and foster/homeless youth in staying on track with academic plans

The District plans to improve students' experiences of college and career programs and will measure progress towards this goal using the metrics identified below.

Notes:

- The terms "low-income students" and "socioeconomically disadvantaged students" refer to the same group of students. Low-income students are referred to as socioeconomically disadvantaged students within the Dashboard.
- Unless otherwise noted, baseline data is from the 2022-2023 school year.

# Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| #1: Action 3 | PSAT for 9th and 10th grade | Baseline in Fall of 2024 | | | To be determined after Fall of 2024 | |
| #2: Actions 3,4,9,10, 11 | 11th grade EAP Assessment for ELA and Math | According to DataQuest, in 2022-2023 the percentage of students proficient in ELA: 42.6% Math: 25.4% | | | In 2025-2026, the percentage of students proficient in ELA: 48.6% Math: 35.4% | |
| #3: Actions 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11 | College and Career Indicator (CCI) | According to the California Dashboard 2023, 60.8% of students are CCI prepared. English Learner - 23.9% Foster Youth - 7.7% Homeless - 10.5% Low Income - 52.1% Students w/Disabilities - 13.8% Hispanic - 41.6% | | | In 2026, 68% of students in grade 12 will be identified as prepared for College and Career. English Learner - 30% Foster Youth - 12% Homeless - 15% Low Income - 60% Students w/Disabilities - 17% Hispanic - 48% | |
| #4: Actions 1, 2, 3, 4, 5, 6, 7, 10, 11 | A-G completion | According to DataQuest reporting 2023 data, 62.1% of students in ABC Unified graduated with A-G completion. English Learner - 25.7% Foster Youth -22.2% Homeless - 21.4% | | | In 2025-2026, 68% of students in ABC Unified will graduate with A-G completion. English Learner - 35% | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | Low Income - 54.1%<br>Students w/Disabilities - 13.5% | | | Foster Youth - 35%<br>Homeless - 35%<br>Low Income - 64%<br>Students w/Disabilities - 30% | |
| #5: Action 1, 10, 11 | CTE completion | According to the California Dashboard 2022-2023 there were 695 CTE pathway completers.<br>English Learner - 4%<br>Foster Youth - 0.3%<br>Homeless - 1%<br>Low Income - 57%<br>Students w/Disabilities - 11.4% | | | In 2025-2026, CTE Pathway Completion Rates will be<br>English Learner - 37%<br>Foster Youth - 29%<br>Homeless - 16%<br>Low Income - 40%<br>Students w/Disabilities - 30% | |
| #6: Actions 1, 2, 3,4, 5, 6, 7, 10, 11 | CTE completion plus A-G | According to the California Dashboard 2022-2023, 24.5% completed at least one CTE Pathway and A-G Requirements.<br>English Learner - 7.2%<br>Foster Youth- 7.1%<br>Homeless - 10%<br>Low Income - 19.9%<br>Students w/Disabilities - 5.5% | | | In 2025-2026, 31% will complete at least one CTE Pathway and A-G Requirements.<br>English Learner - 14%<br>Foster Youth - 12%<br>Homeless - 15%<br>Low Income - 23%<br>Students w/Disabilities - 10% | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| #7: Actions 2, 3,10 | AP Enrollment | In 2023-2024 36.8% of students were enrolled in an AP course. English Learner - 7.9% Foster Youth- 17.6% Homeless - 5.9% Low Income - 27.3% Students w/Disabilities - 0% | | | in 2026-2027, 42% of students will be enrolled in AP courses. English Learner - 14% Foster Youth- 24% Homeless - 12% Low Income - 34% Students w/Disabilities - 10% | |
| #8: Actions 2, 3, 10, 11 | AP Test Pass Rates | In Spring of 2023, 80% of students who took AP Exams scored a 3 or higher. | | | In Spring of 2026, students will maintain 80% pass rate or higher on AP exams. | |
| #9: Actions 4, 8, 10, 11 | College Credit Course (Dual Enrollment) | According to the California Dashboard in 2022 - 2023, 0.9% of all students met prepared with college credit course. English Learners -.7% Students w/Disabilities - 4.4% | | | In 2025-2026, 20% of students will meet being prepared for College using the college credit course metric. English Learners - .15% Students w/Disabilities - 10% | |
| #10: Action 6, 10 | State Seal of Biliteracy | In 2023-2024 school year 34% students achieved the State Seal of Biliteracy. | | | In 2026-2027, 45% of students will achieve the Seal of Biliteracy | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| #11: Actions 5, 7 10 | Middle School Dropout Rate | In 2022-2023, the middle school drop out rate was 0.2%. | | | In 2025-2026, the middle school dropout rate will be 0%. | |
| #12: Actions 5, 7, 10 | High School Dropout Rate | In 2022-2023, the high school drop out rate was 1.6%. | | | In 2025-2026, the high school dropout rate will be less than 1%. | |
| #13: Actions 5, 10 | AVID Graduation Rates | In 2022-2023, 100% of AVID seniors graduated. | | | In 2025-2026, the 100% AVID graduation rate will be maintained. | |
| #14: Actions 5, 10 | AVID College Enrollment Rates | In 2022-2023, 63% of AVID 12th graders enrolled in college. | | | In 2025-2026, 75% of 12th graders will be enrolled in college. | |
| #15: Action 11 | Device Distribution and program enrollment | Baseline data in Fall of 2024 | | | TBD in Fall of 2024 | |

# Goal Analysis

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

## Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| 3.1 | Expand Career Technical Education (CTE) Pathways | The District CTE staff will provide ongoing professional development and technical assistance to CTE teachers, administrators, counselors, and other key partners to ensure that low-income students can access and succeed in CTE pathway programs. CTE Pathways development will reflect student needs and job market availability. The effectiveness of this action will be measured by College and Career Indicator, CTE pathway completion, and graduation rates.<br><br>Action activities include:<br>• CTE options of interest and available in the community<br>• Strengths finder assessment for students<br>• Survey courses or summer experiences to introduce pathway options | $1,577,010.00 | Yes |
| 3.2 | Broaden AP course offerings and support programs | To ensure that low-income and English-learner students have multiple course options for Advanced Placement (AP) courses, the District counselor will provide professional learning to school site counselors and assistant principals of curriculum to provide data from the PSAT to identify students with AP potential and decide on course expansions. Sites will provide yearly sessions with teachers to review AP data to monitor progress and make plans for recruitment and intervention/support plans for students with low income and English learners. Results from AP assessments (pass with a 3 or higher) and AP enrollment data will be used to measure action effectiveness.<br><br>Action activities include:<br>• Tutoring support for AP courses<br>• Broadening course offerings such as AP Capstone<br>• Recruitment fairs for enrollment<br>• Parent workshops to diversify student enrollment<br>• Enrichment experience for GATE students | $306,084.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **3.3** | Provide PSAT to all 9th and 10th grade students in all high schools | District staff will work with school site administration to ensure all 9th and 10th-grade students can take the PSAT to provide low-income students with on-time support and access to college and career programs. Data from the PSAT can provide information on students' potential for AP coursework and their eligibility for national scholarships. Data analysis on assessment results will help progress monitor student achievement toward grade-level standards. Results from AP enrollment (based on AP Potential) and College and Career Indicators will be monitored to indicate effectiveness. | $80,000.00 | Yes |
| **3.4** | Implement Early College and Dual Enrollment offerings to increase access for low-income students | To enhance educational achievement and expand opportunities for low-income students, the District will implement Early College and Dual Enrollment programs through partnerships with local colleges and universities. These programs are designed to allow students to earn college credits while in high school. Comprehensive support services, including tutoring, counseling, and academic advising, will be provided to assist students in these challenging courses. Additionally, programs will be focused on addressing financial barriers by covering costs for textbooks, transportation, and other essential resources, ensuring equitable access to advanced education. The effectiveness of this action will be measured by College and Career Indicators, enrollment by specified groups and graduation rates. | $48,169.00 | Yes |
| **3.5** | Expand AVID offerings and professional learning to elementary and secondary schools | District staff will collaborate with school sites to expand AVID offerings and professional learning to elementary and secondary schools to support closing opportunity gaps for low-income, foster/homeless youth, and English learners (especially long-term English learners). Staff will support sites in aligning the AVID College and Career Readiness Framework to ABC's Graduate Learner profile and ABC's Four Pillars of Instructional Framework. The effectiveness of this action will be measured by results from CAASPP Math and ELA, ELPAC, College and Career Indicators, graduation rate, and progress made on local measures such as Student Voice Forums and AVID Coaching and Certification Instrument (CCI). | $498,000.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | Action activities will include:<br>• Increased AVID professional learning for site leaders, AVID teachers, and other content teachers/staff through district-led Communities of Practice, AVID Summer Institute, and AVID Path training<br>• Expand AVID to Aloha Elementary School<br>• College tutors to support the AVID elective<br>• New AVID Emerge curriculum/resource for LTELs in the ELD class at three Title I middle schools<br>• District support for AVID-related college activities like field trips, Youth Leadership Summit, etc. | | |
| **3.6** | Expand Dual Immersion programs to support State Seal of Biliteracy | District staff will coordinate with school sites to offer more opportunities for students to learn in both English and their home language. Students can develop pride in their cultural and linguistic heritage by participating in dual immersion programs to better understand a new language. The goal is to support students in becoming proficient in multiple languages while fostering a sense of belonging and appreciation for their diverse backgrounds. Results from local assessments in the program language (i.e. Spanish or Mandarin), as well as the percentage of State Seal of Biliteracy completion rates, will be monitored for program effectiveness.<br><br>Action activities include:<br>• Dual Immersion programs at Furgeson, Niemes, and Stowers<br>• State Seal of Biliteracy promotion campaigns<br>• Accessibility of dual language materials and resources | $494,608.00 | Yes |
| **3.7** | Options for credit recovery programs in high school | The District will collaborate with school sites to implement a technology-enhanced recovery program to assist underserved high school students in recovering lost credits and staying on the path to graduation. This program will provide flexible learning opportunities designed to meet each student's unique needs and learning preferences. Through the use of technology, students will have access to personalized support and resources to help them succeed. The effectiveness of this program will be measured by graduation rates, A-G completion, and number of credits recovered by students within the program.<br><br>Action activities include: | $487,400.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | <ul><li>Online credit recovery program</li><li>Ensuring that a content specialist is available for course support</li><li>Providing lab time for students to receive support from a credentialed teacher</li><li>Opportunities program at Artesia and Gahr High School</li></ul> | | |
| **3.8** | College and Career Specialists at every high school | The District will work to promote equitable access to post-secondary opportunities by providing each high school with a college and career specialist focused on the unique needs of underserved students, including English learners, as well as foster/homeless youth, and low-income. Specialists will provide tailored guidance on scholarship and financial aid opportunities, assist in identifying viable career pathways, and offer detailed post-secondary education advice. This targeted support significantly enhances college readiness and career success among our most vulnerable populations. College and Career Indicators, A-G completion rates, and graduation rates will measure the effectiveness of this action. | $200,000.00 | Yes |
| **3.9** | TK - 12 College and Career Fairs | The District will host TK - 12 college and career fairs or experiences focusing on college options to support low-income students, English learners, and foster/homeless youth. This event will provide students with information about opportunities for higher education and future careers. Representatives from various colleges will be present to share details about their programs and admissions process. Students will have the chance to learn about scholarships, financial aid, and other available resources. The goal is to empower students with knowledge and resources to pursue their educational and career aspirations. The effectiveness of this action will be measured by College and Career Indicators, as well as A-G completion rates.<br><br>Activities include:<br><ul><li>Districtwide college fair, including support for HBCU's</li><li>Career Day</li><li>Elementary experiences around college options</li></ul> | $67,000.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **3.10** | Academic and EL-specific Counselors | The District plans to increase academic counselors at secondary schools to help students with their 4-year (high school) and 6-year (middle school) academic plans. Additionally, EL counselors will offer extra support and opportunities for English Learners (EL) students. These counselors will assist EL students at elementary and secondary schools in preparing for college and careers and provide personalized guidance in preparing for the future. EL Counselors also help students and families understand school programs such as the ELPAC, course access, and resources for academic success. College and Career indicators, A-G completion rates, graduation rates, reclassification rates, and CTE pathway completion will measure the effectiveness of this action.<br><br>Action activities include:<br>• EL counselors conduct 4 & 6-year academic plan reviews at the middle and high schools<br>• Support ELs and LTELs to understand reclassification and ELPAC data<br>• Provide parent workshops and serve as a liaison to parents of ELs<br>• Collaborate with site admin, teachers, and other staff to monitor the progress of ELs<br>• Connect students and families to other resources and expand learning opportunities, such as tutoring, after-school programs, enrichment, and summer programs. | $1,100,000.00 | Yes |
| **3.11** | Access to devices, internet, and tech support for College and Career Readiness | The District plans to help students who are low-income, foster/homeless youth, and English learners become college and career-ready by providing technology resources that empower them to explore and pursue their post-secondary goals confidently. Due to financial constraints, district technology staff will give devices and internet access to low-income students who need them. Furthermore, teachers will have access to additional devices, training, and digital programs to increase student's proficiency in using technology to succeed in challenging courses. The effectiveness of this action will be measured by ensuring 1:1 access to student devices, surveys indicating the use of technology, and program usage and enrollment. | $1,725,576.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | Action activities include:<br>• Distribution of Chromebooks<br>• Technology repair program<br>• Technology assistants at every site to support teachers and students<br>• Technology Implementation Program representatives from each school site | | |

# Goals and Actions

## Goal

| Goal # | Description | Type of Goal |
|---|---|---|
| **4** | Ensure students receiving Special Education services who are low-income or English learners have equitable access to education by implementing evidence-based strategies, including universal design for learning and collaborating with families and teachers to leverage the strengths and abilities of students. ABC Unified aims to improve academic outcomes on local and state assessments, boost attendance, and reduce suspension rates for students with disabilities to support success in the least restrictive environment. | Focus Goal |

State Priorities addressed by this goal.

Priority 2: State Standards (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

This goal was developed in response to the needs identified through data analysis and input from educational partners.

The analysis of California School Dashboard data indicated a need to enhance resources and programs designed for the needs of Students with Disabilities (SWD). 80% of SWD students are also low-income, and 13% are dually identified as English learners.

Key data points include:
- 24% of students with disabilities (SWD) met or exceeded standards on ELA assessments, scoring 68.4 points below the student average, slightly declining from the prior year
- 20% of SWD met or exceeded standards on Math assessment, scoring 98 points below the student average
- The chronic absenteeism rate for SWD is 23.5%, and the suspension rate is 3.9%
- Local metrics such as benchmarks demonstrate similar results
- ABC Unified is currently part of the Comprehensive Coordinated Early Intervening Services (CCEIS) to prevent the over-identification of Hispanic students into Special Education

During the LCAP development process, educational partners identified the need to:
- Provide targeted professional learning for teachers in selected elementary schools and secondary curricula to improve academic support for students with disabilities
- Conduct professional learning sessions to enhance teachers' ability to provide academic support through RSP push-in services
- Offer comprehensive training for paraeducators to assist students with disabilities effectively in the classroom

- Ensure course access to improve college and career readiness for students with disabilities
- Create transparent data processes that support IEP goals

The District plans to expand the educational experiences of Students with Disabilities (SWD) by implementing programs and structures that support improvements in academic outcomes through Universal Design for Learning strategies. ABC Unified will measure progress towards this goal using the metrics identified below.

Notes:
- The terms "low-income students" and "socioeconomically disadvantaged students" refer to the same group of students. Low-income students are referred to as socioeconomically disadvantaged students within the Dashboard.
- Unless otherwise noted, baseline data is from the 2022-2023 school year.

## Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| #1: Actions 3, 4 | CAA ELA | According to DataQuest, CAA ELA data from 2022-2023, 7% of Students w/Disabilities met or exceeded standards. English Learner - 8% Low Income - 5% | | | In 2025-2026, 15% of SWD students will meet standards on the CAA ELA. English Learner - 15% Low Income - 13% | |
| #2: Actions 3, 4 | CAA Math | According to DataQuest, CAA Math data from 2022-2023, 7% of Students w/Disabilities met or exceeded standards. English Learner - 8% Low Income - 5% | | | In 2025-2026, 15% of SWD students will meet standards on the CAA Math. English Learner - 15% Low Income - 13% | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| #3: Actions 1,2 | Chronic Absenteeism | According to CALPADS, the chronic absenteeism rate for 2022-2023 for Students w/Disabilities was 26.4%. | | | In 2025-2026, the chronic absenteeism rate for Students w/Disabilities will be 15%. | |
| #3: Actions 1, 2 | Attendance | According to CALPADS, the attendance rate for 2022-2023 for Students w/Disabilities was 91.3%. | | | In 2025-2026, the attendance rate for Students w/Disabilities will be 96%. | |
| #4: Action 1 | Parent surveys of welcoming environment | Baseline data expected Fall 2024 | | | To be determined after baseline data in Fall of 2024 | |

# Goal Analysis

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

# Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **4.1** | Coordinate welcome and orientation meetings for families new to the IEP process | The District will coordinate with school sites to help students with disabilities and their families by offering a welcome and orientation to the Individualized Education Program (IEP) process meeting. This meeting will help families understand an IEP and how it supports their child's education. It will also guide how families can participate in the process and advocate for their child's needs. Overall, the goal is to ensure a smooth transition and empower families to participate in their child's education actively. The effectiveness of this action will be measured by surveys provided to parents on welcoming and inclusive environments. | $25,000.00 | No |
| **4.2** | CPI training for administrators, bus drivers, paraeducators, classified & certificated staff | District staff will train classified and certificated staff who work closely with students on crisis prevention (CPI) for de-escalation purposes. This training will teach staff strategies for calming behaviors to keep all students safe. By learning these techniques, staff can effectively manage challenging situations and create a safer environment for everyone. The goal is to ensure all staff members have the skills to address behavioral issues calmly and responsibly. The effectiveness of this action will be measured by training records and attendance. | $50,000.00 | No |
| **4.3** | Coordinate and offer inclusive education experiences in preschool programs | The District plans to create a more inclusive environment in preschool, increasing the number of preschool students who learn alongside their grade-level peers. To support this effort, a district coordinator will work with teachers to provide training from an expert on co-teaching, helping them understand how to collaborate effectively. By fostering greater inclusion and collaboration, the District aims to ensure that all preschool students have the opportunity to learn and grow together. The effectiveness of this action will be measured by Early Intervention Education observation documents. | $25,000.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **4.4** | Utilize technology program to support and track grade-level IEP goals | The District plans to provide technical support to special education staff to improve their ability to develop legally compliant present levels, baselines, and IEP goals. This support will include training sessions and resources to ensure staff understand the legal requirements and best practices for writing these Individualized Education Program (IEP) components. By enhancing staff's skills in this area, the District aims to ensure that IEPs accurately reflect students' needs and goals. Ultimately, this will help provide better support and services for students with special needs. This action will be monitored through program usage data and SEIS compliance monitoring. | $150,000.00 | No |

# Goals and Actions

## Goal

| Goal # | Description | Type of Goal |
|--------|-------------|--------------|
| **5** | By 2027, Hispanic, English learners, Students with Disabilities, and Low-Income students at Tracy High School will:<br>• Improve graduation rates by 10% as measured by California Dashboard<br>• Increase English Learner Progress Rate by 10% or more as measured by local assessments;<br>• Increase on-time support provided to students as measured by the number of credits students enter and exit from Tracy High School to the comprehensive schools by 25%<br>• Improve suspension rates by 5% as measured by California Dashboard | Equity Multiplier Focus Goal |

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)

Priority 2: State Standards (Conditions of Learning)

Priority 4: Pupil Achievement (Pupil Outcomes)

Priority 5: Pupil Engagement (Engagement)

Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

This goal was developed in response to the needs identified through data analysis and input from educational partners.

The analysis of California School Dashboard data indicated a need to improve programs and resources as related to graduation rates, suspension rates, math, English, and language development learning experiences, and college/career readiness.

Key data points include:
- Tracy High School's graduation rate is 59.5%, decreasing by 25% from the previous year
- English Learner Progress Indicator is at 15.5%, decreasing by 6.7% from the previous year
- Suspension rates are at 11.3%; with English learners at 13.3%, Low-income students at 12.8%, students with disabilities at 16.3%, and Hispanic students at 11.3%
- California Healthy Kids Survey data indicates that 55% of Tracy students perceive a caring adult at the school, and 19% perceive that they participate in meaningful activities at the school
- California Healthy Kids Survey indicates school connectedness rating at 49% while school safety is at 69%
- College and Career readiness indicator is rated as very low, with only 1.8% of students prepared for college or career.

During the LCAP development process, educational partners identified the need to:
- Improve attendance rates for specific student populations
- Reduce chronic absenteeism rates for specialized student groups
- Offer intensive guidance and additional support structures for students to meet graduation requirements
- Ensure a variety of course offerings and access to improve college and career readiness (i.e. CTE, work based learning, dual enrollment, ERWC, and broadened math offerings)
- Create personalized academic support plans that reflect the needs of individual students based on their specific circumstances
- Address mental health concerns and increase connectedness activities within the school site

The District plans to support the focus goal specific to the needs of the Tracy Continuation High School population, identified as an Equity Multiplier School. ABC Unified will measure progress towards this goal using the metrics identified below.

Notes:
- The terms "low-income students" and "socioeconomically disadvantaged students" refer to the same group of students. Low-income students are referred to as socioeconomically disadvantaged students within the Dashboard.
- Unless otherwise noted, baseline data is from the 2022-2023 school year.

## Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| #1: Actions 1, 2, 3 | CAASPP ELA | According to DataQuest, CAASPP ELA data from 2022-2023, 24.21% of Tracy students met or exceeded the standard for ELA. English Learner - 7.41% Low Income - 24% Hispanic - 21.62% | | | In 2025-2026, 34% of Tracy students will meet or exceed standard for ELA. English Learner - 15% Low Income - 32% Hispanic - 28% | |
| #2: Actions 1, 2, 3 | CAASPP Math | According to DataQuest, CAASPP Math data from 2022- | | | In 2025-2026, 20% of Tracy students will meet or | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | 2023, 4.26% of Tracy students met or exceeded the standard for Math.<br>English Learner - 0%<br>Low Income - 4%<br>Hispanic - 2.74% | | | exceed standard for Math.<br>English Learner - 10%<br>Low Income - 12%<br>Hispanic - 10% | |
| #3: Actions 1, 2, 3 | California Science Test (CAST) | According to DataQuest, CAST data from 2022-2023, 5.49% of Tracy students met or exceeded the standard for Science.<br>English Learner - 0%<br>Low Income - 6.76%<br>Hispanic - 4.23% | | | In 2025-2026,15% of Tracy students will meet or exceed standard for Science.<br>English Learner - 10%<br>Low Income - 14%<br>Hispanic - 10% | |
| #4: Actions 1, 2, 3 | District Benchmark ELA | In Spring of 2023-2024, 33.6% of Tracy students met or exceeded the ELA benchmark. | | | In 2026-2027, 45% of Tracy students will meet or exceed standard in ELA benchmark. | |
| #5: Actions 1, 2, 3 | District Benchmark Math | Baseline in Fall of 2024. | | | To be determined in Fall of 2024 | |
| #6: Actions 1, 2, 3 | District Benchmark Science | Baseline in Fall 2024. | | | To be determined in Fall of 2024. | |
| #7: Actions 1, 2, 3 | A-G Completion | According to DataQuest 2022-2023, 0% of Tracy students completed A-G requirements. | | | In 2025-2026,15% of Tracy students will complete A-G requirements. | |
| #8: Actions 1, 2, 3 | CTE Completion | According to CALPADS 2022-2023, 5.2% of Tracy students | | | In 2025-2026, 25% of Tracy students | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | completed a CTE pathway. | | | will complete a CTE pathway. | |
| #9: Actions 1, 2, 3 | CTE plus A-G Completion | According to the California Dashboard 2022-2023, 0% of Tracy students completed A-G requirements plus a CTE pathway. | | | In 2025-2026,10% of Tracy students will complete A-G plus a CTE pathway. | |
| #10: Actions 1, 2, 3 | English Learner Progress Indicator | According to the California Dashboard 2022-2023, the English Language Progress Rate was 20.4% for Tracy High School. | | | In 205-2026, the English Learner Progress Rate will be 30%. | |
| #11: Actions 1, 2, 3 | Reclassification Rate | According to CALPADS 2022-2023, 2% of English learners were reclassified at Tracy High School. | | | In 2025-2026, the reclassification rate will be 10%. | |
| #12: Actions 1, 2, 3, 4 | Attendance Rates | According to CALPADS 2022-2023, The attendance rate at Tracy High School was 69.2%. | | | In 2025-2026, the attendance rate will be 80%. | |
| #13: Actions 1, 2, 3, 4 | Chronic Absenteeism Rate | According to CALPADS 2022-2023, 70.1% of Tracy High School students were chronically absent. English Learner - 73.1% Foster Youth - 66.7% Homeless - 83.3% Low Income - 72.5% | | | In 2025-2026, the chronic absenteeism rate will decrease to 60%. English Learner - 65% Foster Youth - 60% Homeless - 76% | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | Students w/Disabilities - 70.5%<br>Hispanic - 70.7% | | | Low Income - 65%<br>Students w/Disabilities - 64%<br>Hispanic - 62% | |
| #14: Actions 1, 2, 3, 4 | High School Dropout Rate | In 2022-2023, the dropout rate at Tracy High School was 22.5%. | | | In 2025-2026, the dropout rate will decrease to 10%. | |
| #14: Actions 1, 2, 3 | Williams Credentialing Report | In 2023-2024, 100% of Tracy teachers and staff are appropriately credentialed and properly assigned as evidenced by CTC monitoring and Williams Reporting. | | | In 2026-2027, 100% of Tracy teachers will be appropriately credentialed and properly assigned as evidenced by CTC monitoring and Williams Reporting. | |
| #15: Action 4 | Williams Safety Report | In 2023-2024, 100% Tracy facilities inspected were safe, clean and functional on the Williams Report. | | | In 2026-2027, 100% of Tracy facilities inspected will be deemed safe, clean and functional on the Williams Report. | |

# Goal Analysis

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

# Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **5.1** | Additional intensive academic guidance support | An additional academic counselor will provide intensive guidance and support to ensure that each student at Tracy Continuation High School makes progress toward meeting graduation requirements. The effectiveness of this action will be measured by graduation rates, credit recovery tracking, percent of academic reviews completed, and the caring adult rating on the California Healthy Kids Survey. | $175,000.00 | No |
| **5.2** | Technical support for chronic absenteeism | Additional staff will work with district and school staff to assist with monitoring student attendance, conducting home visits, and monitoring student attendance recovery participation and options. The effectiveness of this action will be measured by chronic absenteeism rates, monthly attendance reports, high school dropout rates, and the connectedness rating on the California Healthy Kids Survey. | $100,000.00 | No |
| **5.3** | Additional staff to provide 1:1 support for Long Term English Learners and Newcomers | Additional staff will provide 1:1 intensive bilingual support to LTEL and EL students who struggle with credit recovery due to language development needs. Staff will use specialized curriculum and technology to support progress toward language goals and graduation requirements. The effectiveness of this action will be measured by graduation rates, ELPI rates, reclassification rates, and EL parents and student survey results on meaningful participation. | $150,000.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **5.4** | Supports for Student well-being | To support student well-being at Tracy High School, the District will use a multifaceted approach that includes implementing social-emotional learning (SEL) programs, establishing a student pantry for food security, and working to establish a school culture that embodies the community school approach. Collaborating with local agencies, the school will focus on creating safe student spaces and expanding extracurricular activities and job placement options. The effectiveness of this action will be measured by student and parent perceptions of safety, caring adults, and connectedness on the California Healthy Kids Surveys and California School Parent Surveys. Furthermore, suspension and high school dropout rates will be used to measure programs for student well-being. | $51,832.00 | No |

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

| Total Projected LCFF Supplemental and/or Concentration Grants | Projected Additional 15 percent LCFF Concentration Grant |
|---|---|
| $$29,610,211 | $1,379,063 |

**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 |
|---|---|---|---|
| 14.857% | 0.000% | $0.00 | 14.857% |

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

# Required Descriptions

## *LEA-wide and Schoolwide Actions*

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

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| **1.1** | **Action:**<br>Supplemental Instructional Materials<br><br>**Need:**<br>Many students, including low-income, English learners and homeless/foster youth, lack access to additional materials that could enhance their academic performance. English learners and long-term English learners require supplemental materials tailored to their language, cultural, and age-appropriate needs. | To address the identified need, district staff will collaborate with school sites to assess the need for supplemental materials through instructional materials committees. These committees will focus on enhancing access to diverse texts for low-income students, English learners, and foster/homeless youth. Additionally, staff will coordinate literacy development needs for these student groups by implementing Literacy Labs. These labs will be supported by Literacy Intervention teachers and tutors, who will utilize | CAASPP ELA and Math<br><br>CAA ELA and Math<br><br>Local benchmarks<br><br>Fidelity of program and usage or enrollment by student groups |

| 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 |
|---|---|---|---|
| | Developing strong reading skills involving word recognition and language comprehension requires explicit and deliberate practice. Unfortunately, students from low-income backgrounds and English learners may not receive adequate exposure to these reading components outside of school hours, including phonemic awareness, phonics, fluency, vocabulary, text comprehension, and oral language proficiency. To ensure effective support, it's crucial to monitor progress across specific student groups frequently.

Academic data reveals that certain subgroups perform below the District average (64%) in English Language Arts (ELA). For instance, only 53% of low-income students, 36% of homeless students, 15% of English learners, and 12% of foster youth meet or exceed ELA standards. Foster youth across the District are particularly struggling in ELA, as indicated by their performance on the California Dashboard. Schools with these struggling student groups may require additional support.

Survey data and feedback from educational partners highlight the need for low-income students, English learners, and foster/homeless students to have access to various supplemental materials and programs to enhance their learning experience. Teacher surveys underscore the necessity for professional development in areas such as reading fluency and comprehension strategies, flexible small-group instruction, and writing instructional strategies. Parents/guardians | supplemental instructional materials and progress-monitoring tools to provide targeted support to students. Peer coaching support will be provided to classroom teachers through data chats and the use of appropriate learning software. The District will oversee the implementation of Elementary Literacy labs by working closely with Site Administrators to ensure fidelity in implementation through master scheduling coordination.

Similarly, secondary schools will establish writing centers to support writing skills across various subjects. These centers will give students access to adults and peers who can offer guidance and support to improve writing outcomes. Additionally, school staff will utilize computer adaptive programs targeting students' specific needs in areas such as concepts of print, fluency, phonemic awareness, and comprehension strategies. These programs will be implemented across grades K-12 at schools with the highest poverty levels. Teaching staff will monitor the usage of these programs and analyze data to make recommendations on their support and usage.

Foster youth will receive supplemental materials and resources that can be utilized at home or at local district community centers.

This action aims to increase access to print-rich materials and provide support through Literacy Labs in elementary schools and writing centers in secondary schools. By providing these resources and support on a LEA-wide basis, the District aims to integrate and enhance literacy across content areas, ultimately improving academic outcomes for | CSPS survey results on instructional materials reflecting diversity offering

Writing assessment in 6th, 7th and 9th grade

CAST

Williams Instructional Materials Report |

| 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 |
|---|---|---|---|
| | express a desire to track their students' progress consistently using technology tools and understand the support provided through Multi-Tiered System of Supports (MTSS) structures in ABC Unified.<br><br>**Scope:**<br> LEA-wide | low-income students, English learners, and foster/homeless youth. | |
| **1.2** | **Action:**<br>Literacy labs in elementary schools and Writing support centers in Secondary<br><br>**Need:**<br>See Action 1.1<br><br>**Scope:**<br> LEA-wide | See Action 1.1 | See Action 1.1 |
| **1.3** | **Action:**<br>Progress monitoring and data analysis<br><br>**Need:**<br>See Action 1.1<br><br>**Scope:**<br> LEA-wide | See Action 1.1 | See Action 1.1 |
| **1.4** | **Action:**<br>Math support programs to build fluency with math facts and number sense | District staff will collaborate with school sites to establish school-wide support plans focused on building math fluency, and incorporate hands-on math and science activities. Principals will partner | CAASPP Math<br><br>CAA Math |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | **Need:**<br>Low-income students often face obstacles that impede their development of math fluency, including limited resources, insufficient support at home, and learning gaps. Traditional teaching methods may not effectively engage and cater to their diverse learning needs. The new California frameworks highlight the significance of number sense and how mastering math facts can enhance students' grasp of number concepts and their ability to solve conceptual problems.<br><br>Academic data from the California Dashboard for ABC Unified reveals that only 38% of low-income students are meeting or exceeding math standards. Additionally, Title I schools, which serve a high proportion of low-income students, often have student groups performing below proficiency in math, as indicated by CAASPP test scores. Several Title I schools within ABC Unified, including Fedde Middle School (low-income students), Ross Middle School (English learners), Juarez Elementary (English learners), and Aloha Elementary (African American students), require additional math support.<br><br>Feedback from educational partners underscores the need for targeted assistance in building math fluency. Empathy interviews with elementary, middle, and high school math teachers consistently identified the lack of fluency as a significant challenge for students as they progress through grade levels. Students expressed a desire for hands-on, | with teachers to integrate math fluency strategies into the daily schedule, ensuring consistent practice opportunities. Teachers will utilize instructional technology to evaluate and select the most effective programs for fostering fluency, both in the classroom and for at-home practice. Professional development will be provided to teachers to equip them with the skills to effectively utilize AI tutors, educational apps, and data-driven tools, creating a learning environment that aligns with the goals of low-income students. School sites will implement support programs during and after school hours. Additionally, specific school sites will designate a math support coach to facilitate fluency-building activities and strategies. District and school site staff will collaborate on math and science enrichment activities, such as 6th grade science camp, STEM Olympics, and Engineering Day.<br><br>These actions aim to provide low-income students with enhanced math support to strengthen their fluency with math facts and number sense as well as incorporate STEM enrichment activities. These supports will be implemented across the LEA to promote and enhance math achievement for these student groups | Local benchmarks<br><br>Program metrics<br><br>% Participation in enrichment activities<br><br>CAST |

| 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 |
|---|---|---|---|
| | interactive math and science activities to build content knowledge and relate to future career goals. Parents expressed a desire for expanded support in math, including access to instructional coaches, tutoring services, and technical programs to facilitate daily practice in math fluency.<br><br>**Scope:**<br>  LEA-wide | | |
| 1.5 | **Action:**<br>Summer school programs<br><br>**Need:**<br>Students who are low-income, English learners, homeless/foster youth students often face challenges outside of the classroom that can hinder their academic progress, such as limited access to resources, lack of educational support at home, and learning gaps. Extended learning opportunities, such as summer school, can provide vital support systems for low-income students by offering: additional academic instruction, targeted intervention, enrichment activities, and continuity of learning.<br><br>Although district graduation rates are high, subgroup rates decreased for low income students, and homeless youth. Both CAASPP ELA and math Scores for specified groups of students are below the District average (i.e. EL | District staff will provide a summer program specific to addressing students' learning gaps. The summer program will provide EL students with instruction in reading, math, and social emotional support at both the middle and high school level. Enrichment experiences to support English Learners will also enhance program effectiveness by engaging students in learning experiences (e.g. coding, digital art, etc.) relevant to college and career preparedness. Summer preparatory programs will prepare students for transitions from elementary to middle to high school, including academic counseling support to provide guidance for college and career.<br><br>These actions aim to provide low-income students with enhanced math support to strengthen their fluency with math facts and number sense as well as incorporate STEM enrichment activities. These supports will be implemented across the LEA to promote and enhance math achievement for these student groups. | Graduation rates<br><br>College and Career Indicator<br><br>Local benchmarks<br><br>Enrollment data |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | students score 45.9 points below the average in Math across the District). <br><br> Educational partners indicate a need for extended support in ELA and Math. Parents requested more options for students to develop and understand content concepts and for programs that would help prepare students for the upcoming school year while addressing learning gaps. <br><br> **Scope:** <br> LEA-wide | | |
| **1.6** | **Action:** <br> Interactive math and science enrichment experience for elementary and middle school students <br><br> **Need:** <br> See Action 1.4 <br><br> **Scope:** <br> LEA-wide | See Action 1.4 | See Action 1.4 |
| **1.9** | **Action:** <br> Professional learning for certificated and classified staff and planning time for teachers <br><br> **Need:** <br> Students who are low-income, English learners, and foster/homeless may face significant barriers to accessing timely and | District staff will coordinate professional learning support and planning time to analyze formative and summative assessments specific to the needs of specific student groups. Teachers will be able to collaborate and formulate lesson plans to address areas of need in ELA and Math to provide on time supports for students. Principals will offer both departments and allocate sub days to bring grade | Walkthrough data on 4 pillars <br><br> CAASPP ELA and Math <br><br> Local benchmarks |

| 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 |
|---|---|---|---|
| | targeted support. Research demonstrates that consistent progress monitoring, along with instructional planning and lesson design tailored to the needs of these student groups, can have the greatest impact on student achievement (Ysseldyke, 2007). It is crucial for these students to have well-trained teachers and administrators who understand their unique needs and can provide the necessary support to ensure their success.

Additionally, academic indicators reveal that specified subgroups are significantly below the District average in both English Language Arts (ELA) and Math. For example, only 53% of low-income students, 36% of homeless students, and 15% of English learner students meet or exceed ELA standards. In Math, similar disparities exist, with only 38% of low-income students, 24% of homeless students, and 13% of English learner students scoring below the District average.

Educational partners have emphasized the need to enhance transparency in data analysis and utilize multiple measures to identify student needs effectively. Teachers have expressed the need for increased collaboration time to focus on the specific needs of English learners, foster/homeless, and low-income students. Administrators expressed a desire to receive technical support in supporting school site initiatives related to implementing the instructional framework. Moreover, students have voiced a | level teams and/or departments together around common practices and activities. Additionally, professional learning and coaching support for administrators will be coordinated by district personnel to ensure that intentional and supportive measures are implemented for school site staff in implementing ABC's four pillars of the instructional framework.

This action will ensure students who are low-income, English learners, foster/homeless youth have on time supports in the classroom setting to progress towards grade level mastery. They are provided on a LEA-wide basis to integrate and increase Math and ELA achievement across grade bands for these student groups. | |

| 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 |
|---|---|---|---|
| | desire for a more personalized learning experience in the classroom.<br><br>**Scope:**<br>  LEA-wide | | |
| 1.10 | **Action:**<br>Coaching support for administrators on implementing the ABC Instructional Framework<br><br>**Need:**<br>See Action 1.9<br><br>**Scope:**<br>  LEA-wide | See Action 1.9 | See Action 1.9 |
| 1.11 | **Action:**<br>Additional teaching staff at high-needs elementary and middle school sites<br><br>**Need:**<br>Students from low-income backgrounds, foster/homeless youth, and English learners face unique challenges that require additional support at school. Low-income students often lack access to resources such as small group learning environments with credentialed staff, which are crucial for mastering content. English learners need differentiated support to develop language acquisition skills effectively. Foster and homeless students benefit from direct access to consistent instruction, which is | To address these needs, additional teachers will be assigned to elementary and middle schools with the highest concentrations of these students. These teachers will conduct small group instruction based on assessment data tailored to the specific needs of low-income, foster, and English learner students. They will use district benchmark data and school-based formative assessments to pinpoint areas requiring improvement, such as mathematical concepts, reading comprehension, and writing skills. This targeted support will enhance students' knowledge across various subjects, including science, math, English, and history. | Local benchmarks<br><br>CAASPP Math and English State Assessments<br><br>Williams Teacher Credentialing report |

| 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 |
|---|---|---|---|
| | often disrupted by their unstable living situations. Teachers working with these populations need to tailor their instruction to meet diverse needs. Smaller class sizes or small group instruction provide the ideal setting for this differentiation, allowing teachers to give focused attention to each student's learning requirements.<br><br>Academic indicators reveal that specified subgroups are significantly below the District average in both English Language Arts (ELA) and math. For example, only 53% of low-income students, 36% of homeless students, and 15% of English learner students meet or exceed ELA standards. In math, similar disparities exist, with only 38% of low-income students, 24% of homeless students, and 13% of English learner students scoring below the District average.<br><br>Educational partners expressed a need to ensure that there is direct access to teachers with specialized skills necessary for academic progress. Parents want small class sizes and to the extent possible, minimize combination grade level classes.<br><br>**Scope:**<br>  Schoolwide | Students will benefit from direct access to teachers who can identify and develop the skills necessary for academic progress. The District will track progress using district benchmarks in reading and math to ensure these targeted interventions are effective and that students are advancing as needed as well as ensuring assigned teachers have the appropriate credentials needed. This action will be implemented schoolwide and limited to specific school sites. | |
| **1.12** | **Action:**<br>Supplemental concentration funds at specific high needs sites | Same as 1.11 | Same as 1.11 |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | **Need:**<br>Same as 1.11<br><br>**Scope:**<br>Schoolwide | | |
| 2.1 | **Action:**<br>Support for Students' Mental Health & Well-being<br><br>**Need:**<br>Students from low-income backgrounds, or who may be foster/homeless youth experience higher amounts of stress due to financial instability or insecurities around shelter, food, and access to basic needs. The stress of these conditions can manifest as social emotional and mental health challenges, impacting student attendance, academic achievement and likelihood to graduate. Survey data and educational partner feedback indicates a need to address student well-being and connectedness through access to tiered mental health supports.<br><br>All schools in ABC Unified (30 schools) have an unduplicated student group (UDP) as either red or orange for chronic absenteeism on the CA Dashboard, indicating a need to increase attendance rates. On the California Healthy Kids Survey (CHKS), student connectedness ranges from 72% to 56% from elementary to middle to high school, with decreased connectedness among students who are low | The District's social worker will train Mental Health Professionals and support the coordination of tiered mental health supports at all school sites in collaboration with site MHPs. Coordination of mental health supports include Care Solace referrals.<br><br>Tiered intervention support for social emotional needs will include services designed around the Social and Emotional Learning competencies per the CASEL framework to address site specific challenges such as bullying, stress management, and emotion regulation.<br><br>Mental Health Professionals will work with identified low income students, foster/homeless youth and provide them with the knowledge and skills required to expand social emotional competencies for school and home success. This will be accomplished through direct services to students that may include group-based or individual school-based counseling or agency based counseling depending on the need. This action will ensure that low income students are able to develop skills to build to build responsible decision making, relationship skills, social awareness, self-awareness, and self-management. | California Healthy Kids Survey:<br><br>Connectedness Rating<br><br>Caring Adult Rating |

| 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 |
|---|---|---|---|
| | income. Caring Adults on campus questions ranged from 65% to 59% from elementary to high school.<br><br>Educational partners requested enhanced student support services through the presence of Mental Health Professionals, prioritizing the needs of low-income students and those in foster or homeless situations.<br><br>**Scope:**<br>  LEA-wide | This action is  provided on a LEA-wide basis to address barriers to attendance, academic outcomes, and advocated equitable access to educational services. | |
| 2.2 | **Action:**<br>Technical assistance to school staff on attendance improvement<br><br>**Need:**<br>Low-income students face challenges in attending school regularly which could lead to chronic absenteeism.  Factors that may affect attendance include unstable housing, unreliable transportation, or family responsibilities. Survey data and input from educational partners indicate that students who are identified as low-income, foster/homeless youth, and English learners, need support to attend school regularly.<br><br>Analysis of 2023 California School Dashboard Attendance data reveals that several schools were identified in the "RED" on the attendance indicator due to elevated percentages of chronic absenteeism in relation to prior year | The ABC Unified School District's Coordinator of Pupil Support Services and Attendance will collaborate with administrators at all school sites to identify an attendance improvement team at each school site and provide them with professional learning related to best practices for attendance improvement. This will include the development of a site-specific multi-tiered systems of support (MTSS) to address attendance improvement, implementation of Student Attendance Review Team (SART), and the referral process to the Student Attendance Review Board (SARB).<br><br>Teachers will be provided regular communication in electronic form from the Coordinator of Pupil Support Services and Attendance as it relates to classroom practices that can be used to support positive student attendance.<br><br>In collaboration with the Secretary II of Child Welfare and Attendance, the Coordinator of Pupil | Attendance rates,<br><br>Connectedness metrics<br><br>Chronic absenteeism rates<br><br>High school and middle school drop out rates |

| 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 |
|---|---|---|---|
| | data. These schools include Burbank Elementary School (21.4%), Palms Elementary School (32.1%), and Willow Elementary School (31.3%). Specific student groups were identified as "red" by the 2023 California School Dashboard attendance indicator. Low-income students at Burbank (23.4%), Palms (36.3%), and Willow (32.8%) elementary schools were identified as "RED." English learners at Willow Elementary School (26.3%) were identified as "red." It is clear that the need to support the specified student group spans across the District.<br><br>Though the high schools did not receive an attendance indicator on the California School Dashboard, ABC Unified School District's internal data indicated that student groups faced similar attendance challenges in ninth through twelfth grade.<br>Educational partners' input indicated a need to provide additional support to engage students at school and improve attendance metrics. Parents indicated a need for better communication and outreach by school site staff.<br><br>**Scope:**<br>  LEA-wide | Support Services will provide school sites monthly data indicating students at risk of being identified as chronically absent for the year, as well as implement professional development for site secretaries related to attendance accounting.<br><br>In conjunction with the school site administrator's the Coordinator of Pupil Support Services will conduct home visitations for students who have been identified as possibly being identified as chronically absent. In addition, the Coordinator of Pupil Support Services will coordinate the ABC Unified School District's SARB and will work with site administrators to identify students who have not responded positively to site-level interventions for referral to SARB.<br><br>These actions will ensure all students and their families have the appropriate support to attend school regularly. This action is provided on a LEA-wide basis to address barriers to attendance, and advocates equitable access to educational services. | |
| 2.3 | **Action:**<br>Implement interventions and supports aimed at reducing suspensions and expulsions at school sites | District staff will collaborate with school sites to provide more targeted interventions. Credentialed teachers and intervention specialists will be available at middle and high schools to address | Suspension Rates<br><br>CA School Parent Survey on Safety |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | **Need:**<br>Many low-income students experience heightened stressors related to economic instability, inadequate access to resources, and adverse living conditions. These stressors can manifest in various behavioral issues, such as acting out, disengagement, or difficulty regulating emotions, which may contribute to higher rates of suspension and expulsion. Behavior supports are crucial for low-income students within ABC Unified School District due to the complex array of challenges they often face outside the classroom. Furthermore, the lack of access to essential support systems and resources outside of school can exacerbate behavioral challenges for low-income students. Limited access to mental health services, community support networks, and extracurricular activities may leave these students without adequate coping mechanisms or positive outlets for their emotions and energy. As a result, they may struggle to navigate social and emotional situations effectively, leading to disciplinary issues at school.<br><br>Several elementary schools within ABC Unified were identified in the "red" on the California Dashboard for suspension rates including Aloha, Hawaiian, Furgeson, Juarez, Melbourne, and Palms. The 2023 California School Dashboard's data shows that there were secondary schools within the ABC Unified School District identified as "red" on the suspension indicator due to an increase in | student behavior issues within a safe, on-campus environment. This will help students avoid suspension and get the support they need to succeed.<br><br>District staff will collaborate with school sites to implement programs that mentor and train students on restorative practices and support programs for middle and high school students. School site staff will help students resolve conflicts peacefully. Additionally, enhanced technology systems will allow for students to report bullying and other concerns safely.<br><br>Additional staff will also be provided to school sites with high incidence of behaviors leading to suspensions. Staff will support student supervision and ensure a safe campus for students.<br><br>These actions will create a more positive and inclusive school climate for all students, with a particular focus on supporting low-income students who may be at higher risk for suspension or expulsion. This action is provided on a LEA-wide basis to address school climate concerns around safety and student engagement in high risk behaviors. | CA Healthy Kids Survey on Safety<br><br>Title I Parent Survey |

| 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 |
|---|---|---|---|
| | the percentage of students being suspended in comparison to the prior year. Low-income students at Tracy High School (12.8%), were identified as "red" as well as Fedde Middle School (13%).<br><br>According to the 2024 California Healthy Kids Survey (CHKS), 71% of ABC Unified School District 6th graders reported their schools had an anti-bullying climate.  As for perceived safety, 77% of 6th graders reported as feeling safe.  Sixteen percent (16%) of 6th graders stated they have tried alcohol or other drugs during their lifetime, and 2% stated they had used vapes.  ABC Unified School District 6th graders reported being hit or pushed at school at a rate of 26%.<br><br>Educational partners requested targeted supports for specific behaviors such as bullying, harassment, and safety concerns with aggressive acts of violence. Parents were concerned with behavioral supports being offered to students, and students desired a way to anonymously report behaviors. Both certificated and classified staff identified a need to increase campus safety with enhanced student monitoring and behavior redirections.  Addressing the behavioral needs of low-income students requires a comprehensive approach that acknowledges and addresses the underlying factors contributing to their challenges.<br><br>**Scope:** | | |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | LEA-wide | | |
| 2.4 | **Action:** Evidence-based professional learning on Behavior Supports for classified and certificated staff<br><br>**Need:**<br>See Action 2.3<br><br>**Scope:**<br>  LEA-wide | See Action 2.3 | See Action 2.3 |
| 2.5 | **Action:** Bullying prevention program and communication system<br><br>**Need:**<br>See Action 2.3<br><br>**Scope:**<br>  LEA-wide | See Action 2.3 | See Action 2.3 |
| 2.6 | **Action:** Restorative training and program implementation<br><br>**Need:**<br>See Action 2.3<br><br>**Scope:**<br>  LEA-wide | See Action 2.3 | See Action 2.3 |

| 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 |
|---|---|---|---|
| | | | |
| 2.7 | **Action:**<br>Equity Officer<br><br>**Need:**<br>Students who are low-income, foster/homeless, or English learners may be disproportionately affected by policies or practices within a school system that does not address or consider some of the barriers students encounter. Students may be unfamiliar with procedures or are learning to navigate the school system. The Research underscores the direct link between students' sense of well-being, connectedness, and academic outcomes, with attendance rates serving as a key indicator. Furthermore, research indicates that quality caring and affirming adult (staff & parent)-to-student relationships are positively related to youth social skills, school competence, and can protect from a range of poor health outcomes and promote positive development.<br><br>The most recent CA Dashboard data outlines that all 30 ABCUSD schools have low-income, foster/homeless youth or English learner students indicated as Red or Orange in attendance. In addition, the District K-8 chronic absenteeism rate is 15.3%. Furthermore, there is specific concern around chronic absenteeism in the following student groups: Students experiencing homelessness (56.9%), Foster Youth (30.1%), and English learners (17.3%). | The Equity Officer will collaborate with school sites to provide professional learning to sites administrators and school-based staff on asset based approaches to connecting and communicating with diverse students and families. District staff will facilitate opportunities for two District Parent Advisory Committees (Black Family Circle and Hispanic-Latino Family Circles) to advise the Superintendent and Board of Education on matters relating to student achievement and safety. Activities will also include: 1) providing opportunities to educate and inform parents about school and District process: 2) engaging parents in volunteer activities; 3) openly discussing parent's concerns and aspirations for their children's schools; and 4) build capacity in student leaders to support Parent Advisory Committee (PAC) initiatives. Additionally, district EL Program Staff and site administrators will provide EL LCAP PAC and DELAC meetings throughout the year for parents to review English learners student data, discuss district/school policies, and update plans affecting English learners. During these meetings, parents provide input that is used to revise district/school policies and procedures and to connect district/school plans to actions and services that offer increased opportunities and support to improve student performance and achievement of English proficiency.<br><br>Parents/guardians will have opportunities to participate and engage in professional learning at the ABC Parent Leadership Academy. Parents/guardians will have opportunities to participate and engage in various affinity groups | CA Healthy Kids Survey<br>• Safety<br>• Connectedness<br>• Affirming cultural identity rating<br><br>CA School Parent Survey:<br>• Safety<br>• Affirming cultural identity rating |

| 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 |
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| | Baseline data from 2022-2023 indicates variances in perceived safety among students, staff, and parents. The following indicates the rating of perceived safety: 63% of students, 85% of staff, and 93% of parents. English learner parent surveys from 2023-2024 indicate only 80% of English leaner parents perceive their child feels safe at school.<br><br>Educational partners indicated a need to affirm and honor the cultures/ethnicities of various community groups in ABC USD. Parents want to continue to partner with the school district on ways to enhance inclusivity through Parent Advisory Committees. Parents noted that there is a need to increase caring adult practices at school sites, indicating that the Equity Officer can provide professional learning and support for culturally affirming practices. Students expressed a desire for celebrations related to their culture/ethnicity as a way to highlight inclusivity in ABC Unified.<br><br>**Scope:**<br> LEA-wide | (i.e., Black Family Circle, Hispanic/Latino Family Circle) to better support students' academic progress and success. The District will also work with school sites to identify important cultural/ethnic traditions and celebrations that should occur throughout the school year to strengthen the student's connection to school.<br><br>These actions will create a more positive and inclusive school climate for all students, with a particular focus on connecting students to their ethnicity and culture. This action is provided on a LEA-wide basis to address school climate concerns around safety and student engagement based on California Healthy Kids Survey results. | |
| **2.8** | **Action:**<br>Community Culturally Affirming celebrations and activities<br><br>**Need:**<br>See Action 2.7<br><br>**Scope:** | See Action 2.7 | See Action 2.7 |

| 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 |
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| | LEA-wide | | |
| 2.9 | **Action:**<br>Teen Parent Program<br><br>**Need:**<br>Teen parents in the K-12 system, often from low-income backgrounds or experiencing housing instability, face challenges attending school regularly and staying on track for graduation. They may also require additional support in balancing their academic pursuits with their parental responsibilities. Teen parents may need an alternative educational setting to help support ongoing educational goals and to graduate within four years.<br><br>The current alternative education setting is Tracy Continuation High School. The graduation rate across the District is 94.6%, a decline from the prior year. At Tracy High School, the graduation rate dropped 25% and is now at 59.5%. Tracy High School is identified in the "red" for graduation rates for low-income students.<br><br>Educational partners indicated the need for a variety of options in a course of study to achieve graduation outcomes. Families expressed a need for community support and resources to build a bridge from home to school. Students wanted access to additional resources to support their college and career goals. | The District will work with school site staff to implement a Teen Parent Program to provide a focused learning environment with supportive teachers, and specific goals to remove barriers students may face. Teachers experienced in alternative learning communities can offer personalized instruction and understanding of the unique challenges teen parents face. The program aims to minimize obstacles to regular attendance, allowing teen parents to focus on their studies. In addition to academics, the program offers resources and guidance to help teen parents navigate the challenges of parenthood.<br><br>These actions will create a supportive learning environment for students. The overall goal is to empower teen parents to achieve academic success and graduate on time, ultimately improving their life trajectories. This action is provided on a School-wide basis, specifically at Tracy High School, to support on time graduation based on California Dashboard cohort graduation rates. | Graduation rates<br><br>Chronic absenteeism rates<br><br>High School Dropout Rates |

| 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 |
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| | **Scope:**<br>  Schoolwide | | |
| **2.11** | **Action:**<br>Family Engagement Workshops and Parent Advisory Committees<br><br>**Need:**<br>See Action 2.7<br><br>**Scope:**<br>  LEA-wide | See Action 2.7 | See Action 2.7 |
| **2.12** | **Action:**<br>Access to VAPA, Band, College and Career electives, and Physical Education/Athletics at school sites<br><br>**Need:**<br>Low-income, foster/homeless youth, and English learner (EL) students often face barriers to accessing a well-rounded education, which include limited resources, scheduling conflicts, academic focus, and language barriers. Low-income families may struggle with costs associated with ancillary activities to support these additional programs. Students juggling childcare or work responsibilities may find it difficult to participate in College and Career electives, VAPA, Band, or physical education/athletic programs with demanding schedules. In regards to academic focus, pressure to excel | District staff will work with school site staff to identify the specific needs of low-income, foster/homeless youth, and English learner students at their specific sites through targeted support and programming. School-based assessments/surveys will be conducted to analyze how to improve and increase access for students to a broadened educational experience. These activities include certificated and/or classified staff to support students before, during, and after school. Site administrators can also seek to provide flex scheduling for UDP student groups, allowing for zero-period or seventh-period courses that would allow for exposure to CTE, A-G electives, Band, VAPA, or athletic programming. School sites may also support student populations with instructional materials, resources, and contract services to increase services in College and Career electives, VAPA, Band, or physical education/athletic programs. School sites will also | College and Career Indicator<br><br>Attendance Rates<br><br>Graduation Rates<br><br>Chronic absenteeism |

| 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 |
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| | in core subjects can leave little room for electives or extracurricular activities. English learner students might feel apprehensive or struggle to participate fully in programs without additional language support. These barriers create an inequitable educational experience, potentially hindering social development, academic achievement, and future opportunities.<br><br>California Dashboard data indicates that the overall College and Career Indicator for ABC Unified is at 60.4%, with specific subgroups lower than the average: Low-income at 52%, English learners at 23.9%, Homeless students at 10.5%, and Foster youth at 7.7%. In addition, the California Healthy Kids Survey shows increased rates of boredom (28%) and decreased rates of meaningful participation (41%) in school activities.<br><br>Educational partners indicated that there is a need to balance academics with extracurricular activities. Students desire a broader depth of experiences such as real-life skills or college and career opportunities. Parents want to ensure students have access to highly qualified programs and experiences.<br><br>**Scope:**<br>  LEA-wide | coordinate additional intervention staff to provide unduplicated students extra support in the content areas of most need. School-level monitoring will utilize metrics such as attendance rates, enrollment in programs, and graduation rates (for high schools) to monitor effectiveness.<br><br>This action will create access to broader experiences and learning with College and Career electives, VAPA, Band, and athletic programs/PE. This action will be implemented LEA-wide and its effectiveness will be measured by school-level monitoring of attendance rates, college and career indicators, and graduation rates (for high schools) to monitor effectiveness. | |
| 3.1 | **Action:** | District staff will work with both community partners and school site staff to monitor the | College and Career Indicator |

| 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 |
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| | Expand Career Technical Education (CTE) Pathways

**Need:**
Students who are low-income, English learners, foster/homeless youth within ABC Unified School District face unique challenges in accessing college and career opportunities. Often expected to contribute to family expenses while still in high school or upon graduation, these students may prioritize employment over educational pursuits. However, research indicates that completing a Career Technical Education (CTE) pathway, advancing post-secondary education through advanced college coursework and engaging in work-based learning experiences significantly increase their likelihood of gainful employment. Students may require specialized support to improve participation in advanced coursework, such as Advanced Placement (AP) courses or Early College/Dual Enrollment programs. Addressing this gap requires comprehensive guidance and counseling services to ensure that students receive adequate support in selecting courses aligned with their college and career goals. Additionally, expanding offerings of college and career readiness programs in elementary and middle schools, such as College and Career experiences and AVID, is essential to increase access for low-income students, as highlighted by educational partners' feedback.

Data underscores the urgent need to broaden access and opportunities for low-income | implementation of programs such as AVID, CTE, workability, and Early College programs. Professional learning will be provided to both academic and EL counselors on the aspects of the various programs available to students, and support resources to help improve participation rates. The District Counselor for support programs will hold monthly meetings with site counselors to update staff on college and career offerings (field trips, fairs, etc.) as well as analyze data on the participation of UDP students and exit surveys. An AVID teacher on special assignment will provide schools with technical support and guidance on program certification and professional learning offerings.

Additionally, the District will work with high schools to offer the PSAT to 9th and 10th-grade students in order to gather data on progress with ELA and Math for college and career readiness and to also gather information on AP potential. AP potential data can help guide school sites on how to broaden participation for UDP students by understanding student interest and the diversification of support. District staff will also provide technical support using this data to analyze and understand how to improve Early College and Dual Enrollment offerings through its ongoing partnership with the local community college.

College and Career specialists will provide financial aid workshops, field trips to local colleges, design accessible college and career fairs, and host parent nights to support understanding of college and career options. | CTE plus A-G passage rates

AP enrollment and pass rates

PSAT percent prepared for college in ELA and Math

Early College or Dual Enrollment UDP participation and passage rates

AVID graduation rates and college attending rates

A-G

% of 4-6 year academic plans completed and updated in SIS system

Reclassification rates

EL progress indicator

Middle School Drop Out

High School Drop Out

EAP rates |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | students to engage in CTE pathways and gain valuable work-based experiences, essential for future employment prospects. ABC Unified's metrics in the College and Career Indicators reveals stark disparities in completion rates of Career Technical Education (CTE) pathways, with only 17% of low-income students, 8% of English learners, 5% of students with disabilities, and a mere 3% of foster/homeless youth graduating seniors completing one CTE pathway alongside A-G requirements. Moreover, while there has been a slight increase in the number of student participants in Advanced Placement (AP) courses, data shows that English learner students continue to have the lowest participation rates.<br><br>Furthermore, despite its proven impact on student success, the participation rate in AVID (Advancement Via Individual Determination) electives has decreased by 2% in secondary schools. Data from the AVID Coaching and Certification Instrument underscores the need for increased site administrator understanding of AVID's impact and comprehensive professional development to ensure effective implementation. Additionally, metrics from the California Healthy Kids Survey highlight a need for improved academic motivation among students, indicating a broader need for engaging and rigorous academic preparedness programs like AVID.<br><br>Feedback from Educational partners indicated a need for more support for both parents and | Academic and English learner counselors will provide 4 to 6-year plans outlining A-G requirements and specialized coursework based on individual student's needs such as CTE, Workability, AP, Dual enrollment, and Early College. Based on student needs, credit recovery options will be provided that include online programs, in-person support and flexible scheduling to meet college and career goals.<br><br>By focusing on expanding access to opportunities, this action will provide targeted support, and enhanced guidance, to ensure that every student has the resources and support they need to achieve their college and career goals. This action will be implemented LEA-wide and its effectiveness will be measured by monitoring of college and career indicators, graduation rates (for high schools), AVID participation, AP rates, and Early College/Dual enrollment participation rates. | |

| 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 |
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| | students to understand college and career options. Parents requested support for students through programs like AVID, Early College or Dual Enrollment, and college or career experiences. Students want a diverse set of experiences that would expose them to career options, including CTE, workability, college field trips, college and career fairs, dual enrollment offerings, and academic counseling support. Staff requested professional learning on AVID program features and implementation best practices, tutoring support for AP coursework and specialist or counseling support.<br><br>**Scope:**<br>  LEA-wide | | |
| 3.2 | **Action:**<br>Broaden AP course offerings and support programs<br><br>**Need:**<br>See Action 3.1<br><br>**Scope:**<br>  LEA-wide | See Action 3.1 | See Action 3.1 |
| 3.3 | **Action:**<br>Provide PSAT to all 9th and 10th grade students in all high schools<br><br>**Need:** | See Action 3.1 | See Action 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 |
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| | See Action 3.1<br><br>**Scope:**<br>LEA-wide | | |
| **3.4** | **Action:**<br>Implement Early College and Dual Enrollment offerings to increase access for low-income students<br><br>**Need:**<br>See Action 3.1<br><br>**Scope:**<br>LEA-wide | See Action 3.1 | See Action 3.1 |
| **3.5** | **Action:**<br>Expand AVID offerings and professional learning to elementary and secondary schools<br><br>**Need:**<br>See Action 3.1<br><br>**Scope:**<br>LEA-wide | See Action 3.1 | See Action 3.1 |
| **3.6** | **Action:**<br>Expand Dual Immersion programs to support State Seal of Biliteracy<br><br>**Need:**<br>Low-income families may face barriers to accessing resources and materials needed for | District staff will collaborate with school sites to conduct a comprehensive needs assessment to understand the specific needs and challenges of low-income students and English learners in the school or district specific to Dual Language Immersion programs. District staff will provide technical support to DLI school to ensure equitable | Reclassification rates<br><br>ELPI rates<br><br>CAASPP Math, ELA |

| 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 |
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| | DLI programs, such as bilingual books, language learning software, or cultural materials. Ensuring equitable access to these resources, either through school-provided materials or community partnerships, can help mitigate disparities and support student success. English learners and low-income students may come from diverse cultural backgrounds that influence their learning experiences. It's essential to incorporate culturally responsive practices into DLI programs, including diverse literature, culturally relevant curriculum content, and opportunities for students to share and celebrate their cultural heritage. Low-income and English learner students may experience additional social and emotional challenges related to language acquisition and cultural adjustment. Providing social-emotional learning resources, counseling services, and peer support networks within the DLI program can help address these needs and create a supportive learning environment for all students.<br>While graduation for English Learners increased 6.1% from 2023, only 22.9% of English Learners are completing A-G requirements compared to 61.9% students overall. Reclassification rates increased to 25.6% from 15% in the prior year, and there is a need to maintain high levels for students to access secondary course options. EL progress indicator for ABC Unified showed that 49% of increased one level on the ELPAC, but 19% decreased one level on the ELPAC as well. Dual immersion programs would provide | access by eliminating barriers such as language proficiency requirement and ensuring outreach in multiple languages to engage low-income families. Funding will be used to hire bilingual staff members to effectively communicate and work in the DLI program. Ongoing professional learning will be provided to support staff with language development best practices. Curriculum will be used in the DLI classes that reflects the linguistic and cultural diversity of low income students with real-world examples that resonate with students' backgrounds and experiences. Schools will offer regular communication, outreach events, and opportunities for involvement in the DLI program as well as workshops on how parents can practice language at home.  District and school site staff will regularly monitor and evaluate the progress of low-income students in the DLI program to identify areas of need and measure program effectiveness.<br><br>This action will be implemented LEA-wide and its effectiveness will be measured by monitoring of reclassification rates, ELPI rates, local benchmarks in multiple languages, and CAASPP Math and ELA assessments. ABC Unified is committed to establishing and expanding Dual Language Immersion programs that effectively supports low-income and English learners students and promotes academic achievement, linguistic proficiency, and cultural competence for all learners | Local benchmarks (multiple languages)<br><br>State Seal of Biliteracy |

| 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 |
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| | targeted support to continue to improve ELPI rates.<br>Educational Partners Input indicated a need to expand and improve Dual Immersion programs so that there are continuing options from elementary to middle to high school. Parents wanted students to feel affirmed for their multilingual development and provided a variety of language offerings. Students wanted a way to still practice their language skills in the school environment.<br>See Action 3.1<br><br>**Scope:**<br>  LEA-wide | | |
| **3.7** | **Action:**<br>Options for credit recovery programs in high school<br><br>**Need:**<br>See Action 3.1<br><br>**Scope:**<br>  LEA-wide | See Action 3.1 | See Action 3.1 |
| **3.8** | **Action:**<br>College and Career Specialists at every high school<br><br>**Need:**<br>See Action 3.1 | See Action 3.1 | See Action 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 |
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| | **Scope:**<br>  LEA-wide | | |
| **3.9** | **Action:**<br>TK - 12 College and Career Fairs<br><br>**Need:**<br>See Action 3.1<br><br>**Scope:**<br>  LEA-wide | See Action 3.1 | See Action 3.1 |
| **3.10** | **Action:**<br>Academic and EL-specific Counselors<br><br>**Need:**<br>See Action 3.1<br><br>**Scope:**<br>  LEA-wide | See Action 3.1 | See Action 3.1 |
| **3.11** | **Action:**<br>Access to devices, internet, and tech support for College and Career Readiness<br><br>**Need:**<br>Students who are low-income, English learners, foster/homeless youth face significant barriers to accessing quality education due to lack of resources. Providing them with Chromebooks ensures they have the necessary tools to participate in learning, complete assignments, and access | District staff will collaborate with school sites to recruit and hire tech support staff and educational technology specialists to assist with professional learning and student support. Ongoing professional learning programs will train teachers and staff on best practices to integrate technology into their curriculum and utilizing digital tools effectively in various real world situations, particularly to build skills for the workforce. District staff will provide troubleshooting techniques, and develop a regular maintenance schedule to develop a consistent practice to prevent lapses | CAASPP Math, ELA<br><br>Local indicators such as:<br>  • Program/device usage<br>  • Student skills assessments<br><br>ELPAC |

| 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 |
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| | educational resources, thereby, promoting equitable access to education. For many of these students, access to technology may be limited outside of school. By providing Chromebooks, schools can help foster digital literacy skills essential for success in the modern workforce. Additionally, having access to technology experts who can provide professional learning opportunities can enhance teachers' ability to integrate technology into their curriculum effectively, ensuring that students receive quality instruction tailored to their needs. Technology can be a powerful tool for English language learners to practice language skills, access language learning resources, and engage with interactive educational content. For homeless/foster youth who may experience frequent transitions or lack stable housing, having access to a personal Chromebook ensures continuity in their education. They can continue their studies regardless of their living situation, reducing disruptions to their learning and promoting academic stability.

Data from the California Dashboard indicates that specified subgroups are significantly below the district average in both English Language Arts (ELA) and Math. For example, only 53% of low-income students, 36% of homeless students, and 15% of English learner students meet or exceed ELA standards. In Math, similar disparities exist, with only 38% of low-income students, 24% of homeless students, and 13% of English learner students scoring below the district | with technology access for low-income students. District staff will collaborate with school sites to provide parent workshops around technology orientation in regards to the use of Chromebooks, accessing digital resources, and basic troubleshooting, specifically in communities where there is a high need for support. The District will establish systems of support for low-income parents including a help desk and/or hotline, and resources for tech-related queries. Furthermore, technology use will be monitored and evaluated using student tech skill assessments, device usage rates, and repair turnaround times. Surveys on the use and added value of technology and technology related programs will be provided to students and parents.

This action will be implemented LEA-wide and its effectiveness will be measured by monitoring of CAASPP Math and ELA results and local indicators, such as usage rates and student tech skill assessments. ABC Unified wants to ensure that students who are low-income, English learners, and foster/homeless youth have equitable access to technology devices in the classroom and at home, and can then apply the use of these devices in real world situations. | |

| 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 |
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| | average. Specifically, foster youth are considered in the red for English Language Arts.<br><br>Educational partners indicated that there needs to be a balanced approach to technology, incorporating soft skills in technology learning alongside access to content. Students want to be able to use computers in the classroom and at school while also enhancing their work related abilities. Parents want the ability for students to use devices at home to finish assignments.<br><br>**Scope:**<br>  LEA-wide | | |

## *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 |
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| 1.7 | **Action:**<br>Language development extended learning for long-term English learners<br><br>**Need:**<br>English learners must meet specific criteria to become reclassified, including scoring a 4 (well developed) on the ELPAC, achieving a | District staff will coordinate professional learning for certificated and classified staff, focusing on reclassification requirements, curriculum, and supplemental supports tailored to long-term English learners (LTELs) to empower English Language Program Designees (ELPD), Intervention Specialists, and other EL support staff | ELPAC<br><br>EL Progress Rates<br><br>Reclassification rates<br><br>CAASPP Math and ELA |

| Goal and Action # | Identified Need(s) | How the Action(s) are Designed to Address Need(s) | Metric(s) to Monitor Effectiveness |
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| | passing score on an alternate assessment (such as CAASPP or District Benchmarks), and being deemed linguistically and academically ready by teachers. However, only 30% of Long Term English learners (LTELs) achieved an overall 4 on the ELPAC. While 71% of LTELs scored a 4 in the Speaking domain, only 10-11% scored a 4 in the Reading, Writing, and Listening domains.

On the California Dashboard, the English Learner Progress Indicator (ELPI) declined by 2.2%, with 56% of English learners progressing towards English language proficiency. Additionally, English learners performed below standard in both CAASPP ELA and math, with 15% meeting or exceeding the standard in ELA and only 13% in Math. Furthermore, only 20% of ELs scored proficient on the District elementary benchmark in ELA and 26% in math. At the secondary level, only 2% scored proficient in ELA and 28% in math. These results highlight the persistent achievement gap between English learners and other student groups.

According to feedback from the LCAP Parent Advisory Committee, parents value services and support for English learners, such as English learner counselor services and programs like after-school programs, summer school, academic tutoring, and enrichment. Parents also expressed a desire for increased accessibility to academic interventions and support. Teachers in both elementary and secondary schools identified a need for | in enhancing language acquisition and academic performance for English learners (ELs).

Trained paraeducators will work directly with English learners and LTELs, providing small-group academic support tailored to students' learning needs in core subject areas, and facilitating assignment completion, class participation, and academic improvement.

Additionally, district staff will support sites in developing EL site teams and provide programmatic updates regarding reclassification requirements, curriculum, and supplemental support for ELs, LTELs, and ELs with special needs. The Language Assessment Center will assist in assessing students on the initial and summative ELPAC, including the Alternative ELPAC for students with disabilities, and work with families to support their understanding of available programs and offerings.

Furthermore, district staff will implement EL-specific technology professional development for teachers, focusing on effective strategies, ELPAC preparation, and progress monitoring tools. Data management systems like EduClimber will be utilized to track EL students' ELPAC scores, language proficiency levels, and academic performance data. Additionally, AI-powered language learning tools and adaptive software will offer personalized support and targeted interventions to further support ELs and LTELs in their language acquisition journey. | |

| Goal and Action # | Identified Need(s) | How the Action(s) are Designed to Address Need(s) | Metric(s) to Monitor Effectiveness |
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| | additional support in integrating English Language Development (ELD) instructional strategies and standards. Principals have also prioritized effective strategies for English learners in the upcoming school year based on teacher input.<br><br>**Scope:**<br>  Limited to Unduplicated Student Group(s) | This action will ensure that English learners have timely support in the classroom setting, specifically with ELPAC testing, to progress towards grade-level mastery and allow students to reclassify. They are provided on an LEA-wide basis. | |
| **1.8** | **Action:**<br>Systems of support for reclassification and ELPAC<br><br>**Need:**<br>See Action 1.7<br><br>**Scope:**<br>  Limited to Unduplicated Student Group(s) | See Action 1.7 | See Action 1.7 |
| **2.10** | **Action:**<br>Homeless and Foster Youth Resources<br><br>**Need:**<br>Foster/homeless youth in the K-12 system face significant challenges attending school regularly and achieving academic success. They may lack basic necessities like food and clothing, experience transportation difficulties, and require emotional support.<br>According to the California Dashboard, foster/homeless youth graduation rates are at 75%. Foster youth are in the "red" districtwide for English Language Arts. Chronic | District staff will collaborate with school sites and local agencies to coordinate resources that improve access to essential resources, including food, clothing and counseling services. Assigned staff members provide personalized support, connecting students with community resources and developing plans to address their specific needs. Regular check-ins will be conducted by support staff with ongoing communication on identified challenges and addressed promptly.<br><br>These actions will create a supportive learning environment for students, providing access to basic resources and support. This action will be | Graduation rates<br><br>Chronic absenteeism rates<br><br>Middle School and High School Drop out rates |

| Goal and Action # | Identified Need(s) | How the Action(s) are Designed to Address Need(s) | Metric(s) to Monitor Effectiveness |
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| | absenteeism for Homeless and Foster youth is among the highest with 56% and 30%, respectively.<br><br>Educational Partners indicated a need for community and educational resources to help students feel safe, and connected to the school community. Students want to work directly with a site advocate to help navigate issues and challenges that are encountered as a result of a lack of basic necessities.<br><br>**Scope:**<br>Limited to Unduplicated Student Group(s) | implemented LEA-wide and its effectiveness will be measured by tracking attendance rates, chronic absenteeism rates, and graduation rates for foster/homeless youth. | |

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

## Additional Concentration Grant Funding

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

The District is planning to use the additional concentration grant funding in the amount of $1,379,063 to provide additional teachers and/or paraeducators to our schools with the highest concentration of UDP students, namely Aloha, Furgeson, Hawaiian, Melbourne Elementary Schools, Fedde Middle School and Artesia High School. This is evidenced by Action 1.12: Supplemental concentration funds at specific high needs sites.

| Staff-to-student ratios by type of school and concentration of unduplicated students | Schools with a student concentration of 55 percent or less | Schools with a student concentration of greater than 55 percent |
|---|---|---|
| Staff-to-student ratio of classified staff providing direct services to students | 1:65 | 1:43 |
| Staff-to-student ratio of certificated staff providing direct services to students | 1:16 | 1:11 |

# 2024-25 Total Planned Expenditures Table

| LCAP Year | 1. Projected LCFF Base Grant (Input Dollar Amount) | 2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount) | 3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1) | LCFF Carryover — Percentage (Input Percentage from Prior Year) | Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %) |
|---|---|---|---|---|---|
| Totals | $199,300,784 | $29,610,211 | 14.857% | 0.000% | 14.857% |

| Totals | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Total Personnel | Total Non-personnel |
|---|---|---|---|---|---|---|---|
| Totals | $230,303,211.00 | $31,292,832.00 | $0.00 | $4,500,000.00 | $266,096,043.00 | $259,268,760.00 | $6,827,283.00 |

| 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 | Supplemental Instructional Materials | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | 3 years | $0.00 | $766,674.00 | $766,674.00 | | | | $766,674.00 | |
| 1 | 1.2 | Literacy labs in elementary schools and Writing support centers in Secondary | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | 3 years | $300,000.00 | $250,000.00 | $550,000.00 | | | | $550,000.00 | |
| 1 | 1.3 | Progress monitoring and data analysis | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | 3 years | $350,000.00 | $300,000.00 | $650,000.00 | | | | $650,000.00 | |
| 1 | 1.4 | Math support programs to build fluency with math facts and number sense | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | 3 years | $425,000.00 | $400,000.00 | $825,000.00 | | | | $825,000.00 | |
| 1 | 1.5 | Summer school programs | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | 3 years | $1,300,000.00 | $127,700.00 | $1,427,700.00 | | | | $1,427,700.00 | |
| 1 | 1.6 | Interactive math and science enrichment experience for elementary and middle school students | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | 3 years | $100,000.00 | $308,114.00 | $408,114.00 | | | | $408,114.00 | |
| 1 | 1.7 | Language development extended learning for long-term English learners | English Learners | Yes | Limited to Unduplicated Student Group(s) | English Learners | All Schools | 3 years | $809,400.00 | $0.00 | $809,400.00 | | | | $809,400.00 | |

| 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 | 1.8 | Systems of support for reclassification and ELPAC | English Learners | Yes | Limited to Unduplicated Student Group(s) | English Learners | All Schools | 3 years | $121,000.00 | $0.00 | $121,000.00 | | | | $121,000.00 | |
| 1 | 1.9 | Professional learning for certificated and classified staff and planning time for teachers | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | 3 years | $1,268,056.00 | $0.00 | $1,268,056.00 | | | | $1,268,056.00 | |
| 1 | 1.10 | Coaching support for administrators on implementing the ABC Instructional Framework | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | 3 years | $0.00 | $494,479.00 | $494,479.00 | | | | $494,479.00 | |
| 1 | 1.11 | Additional teaching staff at high-needs elementary and middle school sites | English Learners Foster Youth Low Income | Yes | Schoolwide | English Learners Foster Youth Low Income | All Schools Specific Schools: All Elementary Schools and all Middle Schools | 3 years | $2,400,000.00 | $0.00 | $2,400,000.00 | | | | $2,400,000.00 | |
| 1 | 1.12 | Supplemental concentration funds at specific high needs sites | English Learners Foster Youth Low Income | Yes | Schoolwide | English Learners Foster Youth Low Income | Specific Schools: Artesia High School, Fedde Middle School,Aloha Elementary, Furgeson Elementary, Hawaiian Elementary, Melbourne Elementary | 3 years | $1,379,063.00 | $0.00 | $1,379,063.00 | | | | $1,379,063.00 | |
| 1 | 1.13 | Recruit, hire, and train highly qualified credentialed teachers and related classified personnel | All | No | | | | 3 years | $185,476,000.00 | $0.00 | $151,010,000.00 | $29,966,000.00 | | $4,500,000.00 | $185,476,000.00 | |

| Goal # | Action # | Action Title | Student Group(s) | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Time Span | Total Personnel | Total Non-personnel | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Planned Percentage of Improved Services |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1 | 1.14 | General Administrative functions and other duties | All | No | | | | 3 years | $18,655,000.00 | $0.00 | $18,055,000.00 | $600,000.00 | | | $18,655,000.00 | |
| 2 | 2.1 | Support for Students' Mental Health & Well-being | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | 3 years | $4,229,571.00 | $0.00 | $4,229,571.00 | | | | $4,229,571.00 | |
| 2 | 2.2 | Technical assistance to school staff on attendance improvement | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | 3 years | $200,000.00 | $28,000.00 | $228,000.00 | | | | $228,000.00 | |
| 2 | 2.3 | Implement interventions and supports aimed at reducing suspensions and expulsions at school sites | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | 3 years | $250,000.00 | $0.00 | $250,000.00 | | | | $250,000.00 | |
| 2 | 2.4 | Evidence-based professional learning on Behavior Supports for classified and certificated staff | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | 3 years | $377,812.00 | $0.00 | $377,812.00 | | | | $377,812.00 | |
| 2 | 2.5 | Bullying prevention program and communication system | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | 3 years | $0.00 | $100,000.00 | $100,000.00 | | | | $100,000.00 | |
| 2 | 2.6 | Restorative training and program implementation | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | 3 years | $150,000.00 | $0.00 | $150,000.00 | | | | $150,000.00 | |
| 2 | 2.7 | Equity Officer | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | 3 years | $200,000.00 | $50,000.00 | $250,000.00 | | | | $250,000.00 | |
| 2 | 2.8 | Community Culturally Affirming celebrations and activities | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | 3 years | $25,000.00 | $25,000.00 | $50,000.00 | | | | $50,000.00 | |
| 2 | 2.9 | Teen Parent Program | English Learners Foster Youth Low Income | Yes | Schoolwide | English Learners Foster Youth Low Income | Specific Schools: Tracy High School | 3 years | $300,000.00 | $0.00 | $300,000.00 | | | | $300,000.00 | |
| 2 | 2.10 | Homeless and Foster Youth Resources | Foster Youth | Yes | Limited to Unduplicated Student | Foster Youth | All Schools | 3 years | $250,000.00 | $50,000.00 | $300,000.00 | | | | $300,000.00 | |

| Goal # | Action # | Action Title | Student Group(s) | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Time Span | Total Personnel | Total Non-personnel | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Planned Percentage of Improved Services |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | Group(s) | | | | | | | | | | | |
| 2 | 2.11 | Family Engagement Workshops and Parent Advisory Committees | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | 3 years | $98,000.00 | $100,000.00 | $198,000.00 | | | | $198,000.00 | |
| 2 | 2.12 | Access to VAPA, Band, College and Career electives, and Physical Education/Athletics at school sites | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | 3 years | $3,493,495.00 | $2,000,000.00 | $5,493,495.00 | | | | $5,493,495.00 | |
| 2 | 2.13 | Recruit, hire, train, and retain fully qualified maintenance staff | All | No | | | | 3 years | $31,128,000.00 | $500,000.00 | $31,628,000.00 | | | | $31,628,000.00 | |
| 3 | 3.1 | Expand Career Technical Education (CTE) Pathways | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | 3 years | $1,577,010.00 | $0.00 | $1,577,010.00 | | | | $1,577,010.00 | |
| 3 | 3.2 | Broaden AP course offerings and support programs | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | 3 years | $200,000.00 | $106,084.00 | $306,084.00 | | | | $306,084.00 | |
| 3 | 3.3 | Provide PSAT to all 9th and 10th grade students in all high schools | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools High Schools Only | 3 years | $30,000.00 | $50,000.00 | $80,000.00 | | | | $80,000.00 | |
| 3 | 3.4 | Implement Early College and Dual Enrollment offerings to increase access for low-income students | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools High School Grade Spans | 3 years | $48,169.00 | $0.00 | $48,169.00 | | | | $48,169.00 | |
| 3 | 3.5 | Expand AVID offerings and professional learning to elementary and secondary schools | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | 3 years | $200,000.00 | $298,000.00 | $498,000.00 | | | | $498,000.00 | |
| 3 | 3.6 | Expand Dual Immersion programs to support State Seal of Biliteracy | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools Specific Schools: Furgeson Elementary, Niemes Elementary, Stowers | 3 years | $454,608.00 | $40,000.00 | $494,608.00 | | | | $494,608.00 | |

| 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 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | Elementary | | | | | | | | | |
| 3 | 3.7 | Options for credit recovery programs in high school | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools High Schools Only | 3 years | $200,000.00 | $287,400.00 | $487,400.00 | | | | $487,400.00 | |
| 3 | 3.8 | College and Career Specialists at every high school | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools High Schools Only | 3 years | $200,000.00 | $0.00 | $200,000.00 | | | | $200,000.00 | |
| 3 | 3.9 | TK - 12 College and Career Fairs | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | 3 years | $10,000.00 | $57,000.00 | $67,000.00 | | | | $67,000.00 | |
| 3 | 3.10 | Academic and EL-specific Counselors | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | 3 years | $1,100,000.00 | $0.00 | $1,100,000.00 | | | | $1,100,000.00 | |
| 3 | 3.11 | Access to devices, internet, and tech support for College and Career Readiness | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | 3 years | $1,425,576.00 | $300,000.00 | $1,725,576.00 | | | | $1,725,576.00 | |
| 4 | 4.1 | Coordinate welcome and orientation meetings for families new to the IEP process | Students with Disabilities | No | | | | 3 years | $25,000.00 | $0.00 | | $25,000.00 | | | $25,000.00 | |
| 4 | 4.2 | CPI training for administrators, bus drivers, paraeducators, classified & certificated staff | Students with Disabilities | No | | | | 3 years | $25,000.00 | $25,000.00 | | $50,000.00 | | | $50,000.00 | |
| 4 | 4.3 | Coordinate and offer inclusive education experiences in preschool programs | Early Intervention Program Students Students with Disabilities | No | | | | 3 years | $13,000.00 | $12,000.00 | | $25,000.00 | | | $25,000.00 | |
| 4 | 4.4 | Utilize technology program to support and track grade-level IEP goals | Students with Disabilities | No | | | | 3 years | $50,000.00 | $100,000.00 | | $150,000.00 | | | $150,000.00 | |
| 5 | 5.1 | Additional intensive academic guidance support | Hispanic, Low-Income, Students with Disabilities, English learners All | No | | | | 3 years | $175,000.00 | $0.00 | | $175,000.00 | | | $175,000.00 | |

| Goal # | Action # | Action Title | Student Group(s) | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Time Span | Total Personnel | Total Non-personnel | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Planned Percentage of Improved Services |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 5 | 5.2 | Technical support for chronic absenteeism | Hispanic, Low-Income, Students with Disabilities, English learners  All | No | | | | 3 years | $100,000.00 | $0.00 | | $100,000.00 | | | $100,000.00 | |
| 5 | 5.3 | Additional staff to provide 1:1 support for Long Term English Learners and Newcomers | Hispanic, Low-Income, Students with Disabilities, English learners  All | No | | | | 3 years | $150,000.00 | $0.00 | | $150,000.00 | | | $150,000.00 | |
| 5 | 5.4 | Supports for Student well-being | Hispanic, Low-Income, Students with Disabilities, English learners  All | No | | | | 3 years | $0.00 | $51,832.00 | | $51,832.00 | | | $51,832.00 | |

# 2024-25 Contributing Actions Table

| 1. Projected LCFF Base Grant | 2. Projected LCFF Supplemental and/or Concentration Grants | 3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1) | LCFF Carryover — Percentage (Percentage from Prior Year) | Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %) | 4. Total Planned Contributing Expenditures (LCFF Funds) | 5. Total Planned Percentage of Improved Services (%) | Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5) | Totals by Type | Total LCFF Funds |
|---|---|---|---|---|---|---|---|---|---|
| $199,300,784 | $29,610,211 | 14.857% | 0.000% | 14.857% | $29,610,211.00 | 0.000% | 14.857 % | **Total:** | $29,610,211.00 |
| | | | | | | | | **LEA-wide Total:** | $24,300,748.00 |
| | | | | | | | | **Limited Total:** | $1,230,400.00 |
| | | | | | | | | **Schoolwide Total:** | $4,079,063.00 |

| Goal | Action # | Action Title | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Planned Expenditures for Contributing Actions (LCFF Funds) | Planned Percentage of Improved Services (%) |
|---|---|---|---|---|---|---|---|---|
| 1 | 1.1 | Supplemental Instructional Materials | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | $766,674.00 | |
| 1 | 1.2 | Literacy labs in elementary schools and Writing support centers in Secondary | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | $550,000.00 | |
| 1 | 1.3 | Progress monitoring and data analysis | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | $650,000.00 | |
| 1 | 1.4 | Math support programs to build fluency with math facts and number sense | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | $825,000.00 | |
| 1 | 1.5 | Summer school programs | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | $1,427,700.00 | |
| 1 | 1.6 | Interactive math and science enrichment | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | $408,114.00 | |

| 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 (%) |
|---|---|---|---|---|---|---|---|---|
| | | experience for elementary and middle school students | | | | | | |
| 1 | 1.7 | Language development extended learning for long-term English learners | Yes | Limited to Unduplicated Student Group(s) | English Learners | All Schools | $809,400.00 | |
| 1 | 1.8 | Systems of support for reclassification and ELPAC | Yes | Limited to Unduplicated Student Group(s) | English Learners | All Schools | $121,000.00 | |
| 1 | 1.9 | Professional learning for certificated and classified staff and planning time for teachers | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | $1,268,056.00 | |
| 1 | 1.10 | Coaching support for administrators on implementing the ABC Instructional Framework | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | $494,479.00 | |
| 1 | 1.11 | Additional teaching staff at high-needs elementary and middle school sites | Yes | Schoolwide | English Learners Foster Youth Low Income | All Schools Specific Schools: All Elementary Schools and all Middle Schools | $2,400,000.00 | |
| 1 | 1.12 | Supplemental concentration funds at specific high needs sites | Yes | Schoolwide | English Learners Foster Youth Low Income | Specific Schools: Artesia High School, Fedde Middle School,Aloha Elementary, Furgeson Elementary, Hawaiian Elementary, Melbourne Elementary | $1,379,063.00 | |
| 2 | 2.1 | Support for Students' Mental Health & Well-being | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | $4,229,571.00 | |
| 2 | 2.2 | Technical assistance to school staff on attendance improvement | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | $228,000.00 | |

| 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 (%) |
|------|----------|--------------|------------------------------------------------|-------|-------------------------------|----------|-----------------------------------------------------------|--------------------------------------------|
| 2 | 2.3 | Implement interventions and supports aimed at reducing suspensions and expulsions at school sites | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | $250,000.00 | |
| 2 | 2.4 | Evidence-based professional learning on Behavior Supports for classified and certificated staff | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | $377,812.00 | |
| 2 | 2.5 | Bullying prevention program and communication system | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | $100,000.00 | |
| 2 | 2.6 | Restorative training and program implementation | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | $150,000.00 | |
| 2 | 2.7 | Equity Officer | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | $250,000.00 | |
| 2 | 2.8 | Community Culturally Affirming celebrations and activities | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | $50,000.00 | |
| 2 | 2.9 | Teen Parent Program | Yes | Schoolwide | English Learners Foster Youth Low Income | Specific Schools: Tracy High School | $300,000.00 | |
| 2 | 2.10 | Homeless and Foster Youth Resources | Yes | Limited to Unduplicated Student Group(s) | Foster Youth | All Schools | $300,000.00 | |
| 2 | 2.11 | Family Engagement Workshops and Parent Advisory Committees | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | $198,000.00 | |
| 2 | 2.12 | Access to VAPA, Band, College and Career electives, and Physical Education/Athletics at school sites | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | $5,493,495.00 | |
| 3 | 3.1 | Expand Career Technical Education (CTE) Pathways | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | $1,577,010.00 | |

| 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 (%) |
|------|----------|--------------|------------------------------------------------|-------|-------------------------------|----------|-----------------------------------------------------------|---------------------------------------------|
| 3 | 3.2 | Broaden AP course offerings and support programs | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | $306,084.00 | |
| 3 | 3.3 | Provide PSAT to all 9th and 10th grade students in all high schools | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools High Schools Only | $80,000.00 | |
| 3 | 3.4 | Implement Early College and Dual Enrollment offerings to increase access for low-income students | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools High School Grade Spans | $48,169.00 | |
| 3 | 3.5 | Expand AVID offerings and professional learning to elementary and secondary schools | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | $498,000.00 | |
| 3 | 3.6 | Expand Dual Immersion programs to support State Seal of Biliteracy | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools Specific Schools: Furgeson Elementary, Niemes Elementary, Stowers Elementary | $494,608.00 | |
| 3 | 3.7 | Options for credit recovery programs in high school | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools High Schools Only | $487,400.00 | |
| 3 | 3.8 | College and Career Specialists at every high school | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools High Schools Only | $200,000.00 | |
| 3 | 3.9 | TK - 12 College and Career Fairs | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | $67,000.00 | |
| 3 | 3.10 | Academic and EL-specific Counselors | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | $1,100,000.00 | |
| 3 | 3.11 | Access to devices, internet, and tech support for College and Career Readiness | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | $1,725,576.00 | |

# 2023-24 Annual Update Table

| Totals | Last Year's Total Planned Expenditures (Total Funds) | Total Estimated Expenditures (Total Funds) |
|---|---|---|
| Totals | $258,123,108.00 | $268,201,334.00 |

| 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 | Coaching Support for New Teachers of ELs and/or Low Income | Yes | $325,220.00 | $378,114.00 |
| 1 | 1.2 | Elementary Teachers Support Small Instructional Groups | Yes | $4,315,918.00 | $4,445,395.00 |
| 1 | 1.3 | Classified Staff Trained to Support Low-Income Students | Yes | $162,836.00 | $176,067.00 |
| 1 | 1.4 | Recruit, hire, train, and retain fully credentialed and highly qualified teachers and related personnel | No | $176,644,000.00 | $181,943,000.00 |
| 1 | 1.5 | Recruit, hire, train, and retain highly qualified maintenance staff | No | $30,128,000.00 | $31,032,000.00 |
| 1 | 1.6 | Adopt, replace, and/or provide sufficient textbooks and instructional materials that align with Common Core | No | $2,235,000.00 | $2,335,000.00 |
| 1 | 1.7 | General Administration and Other Services | No | $17,693,500.00 | $18,223,790.00 |
| 1 | 1.8 | Additional teaching staff at four high needs sites to support academic outcomes for students | Yes | $819,832.00 | $953,169.00 |
| 2 | 2.1 | Supplemental Instructional Materials to Increase Access to Core Content | Yes | $1,094,301.00 | $1,154,301.00 |
| 2 | 2.2 | Professional Learning for Teachers in Math | Yes | $1,047,438.00 | $1,217,793.00 |

| 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 | 2.3 | Teacher and Student Support for English Learners Identified as Gifted and Talented | Yes | $48,190.00 | $56,028.00 |
| 2 | 2.4 | Professional Learning to Increase Teacher Efficacy and Use of Data Analysis in Teaching Students from Low Income Backgrounds | Yes | $1,075,400.00 | $1,115,400.00 |
| 2 | 2.5 | Professional Learning in Ethnic Studies for Secondary Teachers | Yes | $50,000.00 | $58,132.00 |
| 2 | 2.6 | Student and Teacher Support for the Next Generation Science Standards | Yes | $208,114.00 | $241,962.00 |
| 2 | 2.7 | Intervention support in Math and ELA for Students without permanent housing who are English Learners or Low Income. | Yes | $300,000.00 | $348,792.00 |
| 3 | 3.1 | Professional Learning for Teachers and Administrators Supporting Spanish Speaking English Learners with the English Learner Roadmap | Yes | $1,050,200.00 | $1,221,004.00 |
| 3 | 3.2 | District/Site Support for EL Students and Staff in Evaluating and Improving EL Programs | Yes | $40,000.00 | $46,506.00 |
| 3 | 3.3 | English Learners and Teachers of ELs Support in ELPAC Data Analysis and Curriculum/Pedagogy Alignment | Yes | $230,548.00 | $268,044.00 |
| 3 | 3.4 | EL Student Support by Trained Paraeducators | Yes | $504,182.00 | $586,182.00 |
| 3 | 3.5 | 7-12 Language Excels Summer School Program | Yes | $30,000.00 | $34,879.00 |
| 3 | 3.6 | Secondary Designated English Learner (EL) Counselor | Yes | $1,000,000.00 | $1,050,000.00 |
| 4 | 4.1 | Elementary Jump Start Summer School | Yes | $492,700.00 | $572,833.00 |

| 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 | 4.2 | 7-12 Credit Recovery/Original Credit/Transition Summer School Programs | Yes | $750,000.00 | $871,980.00 |
| 4 | 4.3 | 7-12 Math Acceleration Summer School Program | Yes | $185,000.00 | $215,088.00 |
| 4 | 4.4 | 9-12 Online Courses Edmentum | Yes | $137,400.00 | $159,747.00 |
| 4 | 4.5 | Advanced Placement (AP) Course Support | Yes | $157,894.00 | $183,574.00 |
| 4 | 4.6 | Dual Enrollment Community Colleges Agreements | Yes | $40,169.00 | $46,702.00 |
| 4 | 4.7 | Support programs for Early College Participants | Yes | $8,000.00 | $9,301.00 |
| 4 | 4.8 | THS Teen Parent Program | Yes | $450,000.00 | $465,750.00 |
| 4 | 4.9 | AHS and GHS Opportunity Class | Yes | $250,000.00 | $290,660.00 |
| 4 | 4.10 | Dual Language Immersion in Spanish and Mandarin | Yes | $454,608.00 | $528,545.00 |
| 4 | 4.11 | Increase VAPA for Low-income Students | Yes | $883,938.00 | $1,027,701.00 |
| 4 | 4.12 | Career Technical Education (CTE) Teachers & Staff | Yes | $2,303,541.00 | $2,678,188.00 |
| 4 | 4.13 | Student Access to Devices, Internet and Tech Support | Yes | $5,415,633.00 | $5,604,530.00 |
| 4 | 4.14 | College Prep Academy | Yes | $67,000.00 | $77,897.00 |
| 4 | 4.15 | AVID Program | Yes | $468,000.00 | $544,115.00 |

| 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 | 4.16 | Expanded Intervention Supports | Yes | $881,402.00 | $1,024,753.00 |
| 4 | 4.17 | Equity Officers ensures equitable practices and policies for students from low income backgrounds. | Yes | $400,000.00 | $465,056.00 |
| 5 | 5.1 | District Coordinator, Pupil Support Services & Attendance to Address Chronic Absenteeism | Yes | $228,000.00 | $265,082.00 |
| 5 | 5.2 | Coordinated SEL and PBIS Supports for Students and Teachers | Yes | $670,337.00 | $779,360.00 |
| 5 | 5.3 | Mental Health Professionals Tiered Support for Targeted Student Groups | Yes | $4,629,571.00 | $5,217,467.00 |
| 5 | 5.4 | Data Driven Decisions Based on California Healthy Kids and California School Parent Survey Results | Yes | $9,000.00 | $10,464.00 |
| 6 | 6.1 | Increase Parent and Family Engagement and Input to Programs/Services | Yes | $100,000.00 | $116,264.00 |
| 6 | 6.2 | Increase EL Parent/Guardian Engagement and Input to Programs/Services | Yes | $138,236.00 | $160,719.00 |

# 2023-24 Contributing Actions Annual Update Table

| 6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount) | 4. Total Planned Contributing Expenditures (LCFF Funds) | 7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds) | Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4) | 5. Total Planned Percentage of Improved Services (%) | 8. Total Estimated Percentage of Improved Services (%) | Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8) |
|---|---|---|---|---|---|---|
| $31,679,151.00 | $27,247,608.00 | $31,679,151.00 | ($4,431,543.00) | 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 | 1.1 | Coaching Support for New Teachers of ELs and/or Low Income | Yes | $325,220.00 | $378,114.00 | | |
| 1 | 1.2 | Elementary Teachers Support Small Instructional Groups | Yes | $2,510,918.00 | $2,919,293.00 | | |
| 1 | 1.3 | Classified Staff Trained to Support Low-Income Students | Yes | $142,836.00 | $166,067.00 | | |
| 1 | 1.8 | Additional teaching staff at four high needs sites to support academic outcomes for students | Yes | $819,832.00 | $953,169.00 | | |
| 2 | 2.1 | Supplemental Instructional Materials to Increase Access to Core Content | Yes | $794,301.00 | $923,486.00 | | |
| 2 | 2.2 | Professional Learning for Teachers in Math | Yes | $1,047,438.00 | $1,217,793.00 | | |
| 2 | 2.3 | Teacher and Student Support for English Learners Identified as Gifted and Talented | Yes | $48,190.00 | $56,028.00 | | |
| 2 | 2.4 | Professional Learning to Increase Teacher Efficacy and Use of Data Analysis in Teaching Students from Low Income Backgrounds | Yes | $775,400.00 | $901,511.00 | | |
| 2 | 2.5 | Professional Learning in Ethnic Studies for Secondary Teachers | Yes | $50,000.00 | $58,132.00 | | |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributing to Increased or Improved Services? | Last Year's Planned Expenditures for Contributing Actions (LCFF Funds) | Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds) | Planned Percentage of Improved Services | Estimated Actual Percentage of Improved Services (Input Percentage) |
|---|---|---|---|---|---|---|---|
| 2 | 2.6 | Student and Teacher Support for the Next Generation Science Standards | Yes | $208,114.00 | $241,962.00 | | |
| 2 | 2.7 | Intervention support in Math and ELA for Students without permanent housing who are English Learners or Low Income. | Yes | $300,000.00 | $348,792.00 | | |
| 3 | 3.1 | Professional Learning for Teachers and Administrators Supporting Spanish Speaking English Learners with the English Learner Roadmap | Yes | $1,050,200.00 | $1,221,004.00 | | |
| 3 | 3.2 | District/Site Support for EL Students and Staff in Evaluating and Improving EL Programs | Yes | $40,000.00 | $46,506.00 | | |
| 3 | 3.3 | English Learners and Teachers of ELs Support in ELPAC Data Analysis and Curriculum/Pedagogy Alignment | Yes | $230,548.00 | $268,044.00 | | |
| 3 | 3.4 | EL Student Support by Trained Paraeducators | Yes | $504,182.00 | $586,182.00 | | |
| 3 | 3.5 | 7-12 Language Excels Summer School Program | Yes | $30,000.00 | $34,879.00 | | |
| 3 | 3.6 | Secondary Designated English Learner (EL) Counselor | Yes | $800,000.00 | $930,112.00 | | |
| 4 | 4.1 | Elementary Jump Start Summer School | Yes | $492,700.00 | $572,833.00 | | |
| 4 | 4.2 | 7-12 Credit Recovery/Original Credit/Transition Summer School Programs | Yes | $750,000.00 | $871,980.00 | | |
| 4 | 4.3 | 7-12 Math Acceleration Summer School Program | Yes | $185,000.00 | $215,088.00 | | |
| 4 | 4.4 | 9-12 Online Courses Edmentum | Yes | $137,400.00 | $159,747.00 | | |

| 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) |
|---|---|---|---|---|---|---|---|
| 4 | 4.5 | Advanced Placement (AP) Course Support | Yes | $157,894.00 | $183,574.00 | | |
| 4 | 4.6 | Dual Enrollment Community Colleges Agreements | Yes | $40,169.00 | $46,702.00 | | |
| 4 | 4.7 | Support programs for Early College Participants | Yes | $8,000.00 | $9,301.00 | | |
| 4 | 4.8 | THS Teen Parent Program | Yes | $300,000.00 | $348,792.00 | | |
| 4 | 4.9 | AHS and GHS Opportunity Class | Yes | $250,000.00 | $290,660.00 | | |
| 4 | 4.10 | Dual Language Immersion in Spanish and Mandarin | Yes | $454,608.00 | $528,545.00 | | |
| 4 | 4.11 | Increase VAPA for Low-income Students | Yes | $883,938.00 | $1,027,701.00 | | |
| 4 | 4.12 | Career Technical Education (CTE) Teachers & Staff | Yes | $2,303,541.00 | $2,678,188.00 | | |
| 4 | 4.13 | Student Access to Devices, Internet and Tech Support | Yes | $4,415,633.00 | $5,133,790.00 | | |
| 4 | 4.14 | College Prep Academy | Yes | $67,000.00 | $77,897.00 | | |
| 4 | 4.15 | AVID Program | Yes | $468,000.00 | $544,115.00 | | |
| 4 | 4.16 | Expanded Intervention Supports | Yes | $881,402.00 | $1,024,753.00 | | |
| 4 | 4.17 | Equity Officers ensures equitable practices and policies for students from low income backgrounds. | Yes | $400,000.00 | $465,056.00 | | |
| 5 | 5.1 | District Coordinator, Pupil Support Services & Attendance to Address Chronic Absenteeism | Yes | $228,000.00 | $265,082.00 | | |
| 5 | 5.2 | Coordinated SEL and PBIS Supports for Students and Teachers | Yes | $670,337.00 | $779,360.00 | | |

| 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) |
|---|---|---|---|---|---|---|---|
| 5 | 5.3 | Mental Health Professionals Tiered Support for Targeted Student Groups | Yes | $4,229,571.00 | $4,917,467.00 | | |
| 5 | 5.4 | Data Driven Decisions Based on California Healthy Kids and California School Parent Survey Results | Yes | $9,000.00 | $1,0464.00 | | |
| 6 | 6.1 | Increase Parent and Family Engagement and Input to Programs/Services | Yes | $100,000.00 | $116,264.00 | | |
| 6 | 6.2 | Increase EL Parent/Guardian Engagement and Input to Programs/Services | Yes | $138,236.00 | $160,718.00 | | |

# 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) |
|---|---|---|---|---|---|---|---|---|
| $206,128,371.00 | $31,679,151.00 | 0% | 15.369% | $31,679,151.00 | 0.000% | 15.369% | $0.00 | 0.000% |

**APPENDIX**

**ACADEMICS**
**Table I: Summary of Student Groups and Schools indicated in red on the CA Dashboard for Academic Indicators**
*Indicates ALL students categorized in the red for this school site.

| Student Groups with Actions and Services that support student needs | ELA* | Math* | ELPI* | College and Career Indicator Note: Colors will be available in the 24-25 school year. Schools listed indicate a Very Low category |
|---|---|---|---|---|
| **Low Income** Goal 1: Actions: 1, 2, 3, 4, 5, 6,9,10,11, 12, 13 Goal 3: Actions: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12 | N/A | Fedde MS* *Also identified for ALL student groups.* | N/A | Tracy High School* *Also identified for ALL student groups.* |
| **Foster Youth** Goal 1: Actions: 1, 2, 3, 4, 5, 6, 9, 10,11, 12, 13 Goal 2: Actions: 10 Goal 3: Actions: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12 | *Districtwide* | N/A | N/A | N/A |
| **Students with Disabilities** Goal 1: Actions: 1, 2, 3, 4, 5, 6, 9, 10,11, 12, 13 Goal 3: Actions: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12 Goal 4: 1, 2, 3, 4 | Burbank ES, Juarez ES, Kennedy ES, Palms ES, Willow ES Fedde MS, Haskell MS, Ross MS, Gahr HS | *Districtwide* Burbank ES, Juarez ES, Palms ES, Willow ES Carmenita MS, Cerritos HS | N/A | Artesia High School |
| **English Learners** Goal 1: Actions: 1, 2, 3, 4, 5, 6,7, 8, 9, 10,11, 12, 13 Goal 3: Actions: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12 | Juarez ES, Gahr HS | Juarez ES, Fedde MS Ross MS | Aloha ES, Furgeson ES Tracy HS (Continuation) | N/A |
| **Hispanic** Goal 1: Actions: 1, 2, 3, 4, 5, 6, 9, 10,11, 12, 13 Goal 3: Actions: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12 | N/A | Fedde MS | N/A | Tracy High School |
| **African American** Goal 1: Actions: 1, 2, 3, 4, 5, 6, 9, 10,11, 12, 13 Goal 3: Actions: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12 | Aloha ES | Aloha ES | N/A | N/A |

## Table II: ELA, Math, and EL Base programs provided across the District for Academics

| Elementary | Secondary |
|---|---|
| - Core Curriculum for Math and ELA<br>- 1:1 devices<br>- Google Apps<br>- Grade-level Meetings and Monthly Staff meetings<br>- Grade-level pacing guides<br>- Designated and Integrated programs available within the core curriculum<br>- Leveled readers within the core curriculum | - Core Curriculum for each subject area<br>- 1:1 devices<br>- Google Apps<br>- Department meetings and monthly staff meetings<br>- Academic counselor for high school - 1 per grade level |

## Table III: ELA, Math, and EL Supplemental Academic Support Services to Support Low-Income, Homeless, Foster Youth and English Learners for Tier I as reflected in Actions in Goals 1, 3, 4, and 5.

| Elementary | Secondary |
|---|---|
| - Supports for Reading by 3rd grade<br>- Common instructional strategies focused on ABC's 4 Pillars of the Instructional Framework<br>- Small Group Rotations (Small Group Rotation)<br>- MyOn for Literacy access<br>- Peardeck/Pear assess<br>- Freckle Reading and Math<br>- STAR Reading and Math for Data analysis and local metrics<br>- Tutoring specifically to student needs (i.e low income, EL)<br>- Professional learning on data analysis and structured literacy<br>- Summer Reading and Math Programs<br>- Book Giveaway and incentives<br>- Additional teacher for literacy support (at select sites)<br>- EL Counselors*(specific to site need) | - Supports for Literacy for College and Career<br>- Common instructional strategies focused on ABC's 4 Pillars of the Instructional Framework<br>- Collaborative Group Work<br>- Additional credit recovery options<br>- Writing Centers<br>- Read 180 Universal<br>- STAR Reading for Data Analysis<br>- ALEKS math software and assessments<br>- Tutoring<br>- Math Coaches (middle school only and at specific sites)<br>- Summer Reading and Math, Credit Recovery<br>- Additional EL teacher (specific to site need)<br>- EL Counselors and additional academic counselors to increase focus on students of need. |

## CONNECTEDNESS

**Table I: Summary of Student Groups and Schools indicated in red on the CA Dashboard with the following indicators focused on Student Well-Being**

| Student Groups with Actions and Services that support student needs<br>*Please note that Actions will be added in this area.* | Chronic Absenteeism | Graduation Rate |
|---|---|---|
| **Low Income**<br>*Goal 2:*<br>*Actions: 1, 2, 3, 4, 5, 6, 7, 8, 9, 11, 12, 13* | Burbank ES*, Palms ES*, Willow ES*<br>*Also identified for ALL student groups* | Tracy HS (Continuation)* |
| **Students with Disabilities**<br>*Goal 2:*<br>*Actions: 1, 2, 3, 4, 5, 6, 7, 8, 9, 11, 12, 13* | Burbank ES, Hawaiian ES, Leal ES, Nixon ES, Palms ES, Stowers ES, Willow ES<br>Carmenita MS, Ross MS | N/A |
| **English Learners**<br>*Goal 2:*<br>*Actions:1, 2, 3, 4, 5, 6, 7, 8, 9, 11, 12, 13* | Willow ES | N/A |
| **African American**<br>*Goal 2:*<br>*Actions: 1, 2, 3, 4, 5, 6, 7, 8, 9, 11, 12, 13* | Bragg ES, Niemes ES, Palms ES<br>Ross MS | N/A |
| **Hispanic**<br>*Goal 2:*<br>*Actions: 1, 2, 3, 4, 5, 6, 7, 8, 9, 11, 12, 13* | Aloha ES, Burbank ES, Leal ES, Palms ES, Stowers ES, and Willow ES | Tracy HS (Continuation) |
| **White**<br>*Goal 2:*<br>*Actions: 1, 2, 3, 4, 5, 6, 7, 8, 9, 11, 12, 13* | Elliott ES, Gonsalves ES, Nixon ES | N/A |
| **Two or More Races**<br>*Goal 2:*<br>*Actions: 1, 2, 3, 4, 5, 6, 7, 8, 9, 11, 12, 13* | Palms ES | N/A |

**Table II: Connectedness and student wellness base programs provided across the district (student wellness)**

| Elementary | Secondary |
|---|---|
| • Student check-in<br>• Student Recognition<br>• Progressive Discipline guidelines<br>• Child Welfare and Attendance Supervisor to help with discipline concerns and track attendance<br>• SIS system to track attendance and discipline incidents<br>• Annual training for admin and teachers on tracking incidents | • Grade-level counselors for high school<br>• One counselor at each middle school<br>• Enrollment and registration guidance for students and parents<br>• ASB events at lunchtime<br>• After-school sports and extracurricular programs<br>• Progressive Discipline<br>• Child Welfare and Attendance Supervisor to help with discipline concerns and track attendance<br>• 2 SIA's per high school for campus safety<br>• Annual training for admin and teachers on tracking incidents |

**Table III: Supports and programs available in ABC Unified to support student connectedness and well-being - Tier I reflected in Actions for Goal 2.**

| Elementary | Secondary |
|---|---|
| • Mental Health Professionals and EL Counselors<br>• Student Check-In<br>• Student Recognition<br>• SEL Curriculum (Thrively and Second Step)<br>• ABC CARES unit<br>• ABC Community Center<br>• Parent Liaisons<br>• Wellness Centers<br>• Parent Engagement Opportunities<br>• Parent workshops and outreach events such as ABC School Showcase<br>• District Social Worker and TOSA to coordinate efforts<br>• Visual and Performing Arts Experiences<br>• Band<br>• Assistant Principals at Title I schools<br>• Equity Officer Support | • Mental Health Professionals (2 for high schools) and EL counselors<br>• Counselor meetings 1:1 and appointments<br>• Student recognition programs<br>• Student clubs and peer connection groups<br>• SEL Curriculum (Thrively)<br>• College and Career Centers<br>• 4 and 6-year academic plans with college and career goals<br>• ABC CARES unit<br>• ABC Community Center<br>• Safe spaces at lunch (lunch buddy rooms)<br>• Parent workshops and outreach events such as College and Career fairs<br>• CTE experiences in the summer<br>• Work-based learning<br>• Equity Officer Support |

## SAFETY

**Table I: Summary of Student Groups and Schools indicated in red on the CA Dashboard with the following indicators are related to Safety.**

| Student Groups with Actions and Services that support student needs | Suspension Rates |
|---|---|
| **Low Income**<br>*Goal 2: Actions: 2, 3, 4, 5, 6, 7, 8* | Melbourne*, Palms and Tracy HS*<br>*Also identified for ALL student groups* |
| **Students with Disabilities (SWD)**<br>*Goal 2: Actions: 2, 3, 4, 5, 6, 7, 8* | Furgeson, Fedde MS, Tracy HS* |
| **English Learners**<br>*Goal 2: Actions: 2, 3, 4, 5, 6, 7, 8* | Artesia and Tracy HS* |
| **African American**<br>*Goal 2: Actions: 2, 3, 4, 5, 6, 7, 8* | Aloha |
| **Hispanic**<br>*Goal 2: Actions:  2, 3, 4, 5, 6, 7, 8* | Hawaiian, Juarez, Melbourne, Palms, Tracy HS |

**Table II: Safety-focused base programs are provided across the district.**

| Elementary | Secondary |
|---|---|
| • Title IX training and support<br>• Regular site-based assemblies focused on behavior expectations<br>• Progressive discipline<br>• School/Community handbook of information specific to safety | • ASB events at lunchtime<br>• After-school sports and extracurricular programs<br>• Progressive Discipline<br>• 2 SIA's per high school for campus safety<br>• Title IX training and support<br>• Student policies and handbook<br>• Anti-drug and anti-fighting programs |

**Table III: Supports and programs available in ABC Unified to support safety to enhance Tier I services for unduplicated student groups across the district.**

| Elementary | Secondary |
|---|---|
| • PBIS Matrix of Expectations at School Sites<br>• TUPE (Tobbacco Education)<br>• Structured Play (*at select sites)<br>• Implementing Trauma-Informed Practices<br>• Restorative practices<br>• Training on asset-based culture<br>• Antibullying programs | • PBIS Matrix of Expectations at School Sites<br>• Additional Student Intervention Assistants to provide added security measures<br>• Project Kinship<br>• Implementing Trauma-Informed Practices<br>• Restorative practices<br>• Training on asset-based culture<br>• Antibullying support structures (additional ways to report) |

# ABC Unified School District

Local Control Accountability Plan 2024-2027 (Year One)

| Goal | Action # | Department Responsible | Short Title | LCFF Supplemental/ Concentration Funds |
|------|----------|------------------------|-------------|----------------------------------------|
| 1 | 1.1 | Academic Services and Fiscal | Supplemental Instructional Materials | $766,674 |
| 1 | 1.2 | Elementary Curriculum and Secondary Curriculum | Literacy labs in elementary schools and writing support centers in secondary | $550,000 |
| 1 | 1.3 | Elementary Curriculum, Secondary Curriculum, Special Programs | Progress monitoring and data analysis | $650,000 |
| 1 | 1.4 | Elementary Curriculum, Secondary Curriculum, Special Education | Math support programs to build fluency with math facts and number sense | $825,000 |
| 1 | 1.5 | Elementary Curriculum and Secondary Curriculum | Summer school programs | $1,427,700 |
| 1 | 1.6 | Elementary and Secondary Curriculum | Interactive math and science enrichment experience for elementary and middle school students | $408,114 |
| 1 | 1.7 | Elementary, Secondary, and Special Programs | Language development extended learning for long-term English learners | $809,400 |

# ABC Unified School District

Local Control Accountability Plan 2024-2027 (Year One)

| Goal | Action # | Department Responsible | Short Title | LCFF Supplemental/ Concentration Funds |
|---|---|---|---|---|
| 1 | 1.8 | Special Programs | Systems of support for reclassification and ELPAC | $121,000 |
| 1 | 1.9 | Elementary and Secondary Curriculum | Professional learning for certificated and classified staff and planning time for teachers | $1,268,056 |
| 1 | 1.10 | School Services | Coaching support for administrators on implementing the ABC Instructional Framework | $494,479 |
| 1 | 1.11 | Deputy Supt | Additional teaching and classified staff at high-needs elementary sites | $2,400,000 |
| 1 | 1.12 | Deputy Supt | Supplemental/Concentration Site Funds | $1,379,063 |
| 2 | 2.1 | Mental Health Professionals | Support for Students' Mental Health & Well-being | $4,229,571 |
| 2 | 2.2 | CWA | Technical assistance to school staff on attendance improvement | $228,000 |
| 2 | 2.3 | CWA | Implement interventions and supports aimed at reducing suspensions and expulsions at school sites. | $250,000 |

# ABC Unified School District
Local Control Accountability Plan 2024-2027 (Year One)

| Goal | Action # | Department Responsible | Short Title | LCFF Supplemental/ Concentration Funds |
|---|---|---|---|---|
| 2 | 2.4 | School Services | Evidence-based professional learning on Behavior Supports for classified and certificated staff | $377,812 |
| 2 | 2.5 | CWA/Technology | Bullying prevention program and communication system | $100,000 |
| 2 | 2.6 | School Services/Equity Officer | Restorative training and program implementation | $150,000 |
| 2 | 2.7 | Special Programs | Equity Officer | $250,000 |
| 2 | 2.8 | Special Programs | Community Cultural celebrations and activities | $50,000 |
| 2 | 2.9 | Special Programs | Teen Parent Program | $300,000 |
| 2 | 2.10 | School Services | Homeless and Foster Youth Resources | $300,000 |
| 2 | 2.11 | Special Programs and School Services | Community Engagement Workshops and Parent Advisory Committees | $198,000 |
| 2 | 2.12 | School Services (Elementary and Secondary) | Access to VAPA, Band, College and Career electives, and Physical Education/Athletics at school sites | $5,493,495 |

# ABC Unified School District

Local Control Accountability Plan 2024-2027 (Year One)

| Goal | Action # | Department Responsible | Short Title | LCFF Supplemental/ Concentration Funds |
|------|----------|------------------------|-------------|----------------------------------------|
| 3 | 3.1 | Secondary Curriculum | Expand Career Technical Education (CTE) Pathways | $1,577,010 |
| 3 | 3.2 | Secondary Curriculum (some Elementary) | Broaden AP course offerings and support programs | $306,084 |
| 3 | 3.3 | Special Programs | Provide PSAT to all 9th and 10th grade students in all high schools | $80,000 |
| 3 | 3.4 | Secondary Curriculum | Implement Early College and Dual Enrollment offerings to increase access for low-income students | $48,169 |
| 3 | 3.5 | Special Programs | Expand AVID offerings and professional learning to elementary and secondary schools | $498,000 |
| 3 | 3.6 | Special Programs | Expand Dual Language Immersion programs to support State Seal of Biliteracy | $494,608 |
| 3 | 3.7 | Secondary Curriculum | Options for credit recovery programs in high school | $487,400 |
| 3 | 3.8 | Secondary Curriculum | College and Career Specialists at every high school | $200,000 |
| 3 | 3.9 | Secondary Curriculum | TK - 12 College and Career Fair | $67,000 |

| Goal | Action # | Department Responsible | Short Title | LCFF Supplemental/ Concentration Funds |
|------|----------|------------------------|-------------|----------------------------------------|
| 3 | 3.10 | Special Programs | Academic and EL-specific Counselors | $1,100,000 |
| 3 | 3.11 | Instructional Technology | Student Access to devices, internet, and tech support for College and Career Readiness | $1,725,576 |
| | | | LCFF Supplemental/ Concentration Funds | $29,610,211 |

# ABC Unified School District

Local Control Accountability Plan 2024-2027 (Year One)

| Goal | Action # | Department Responsible | Short Title | LCFF Specific Allocation Base Funds |
|---|---|---|---|---|
| 4 | 4.1 | Special Education | Coordinate welcome and orientation meetings for families new to the IEP process | $25,000 |
| 4 | 4.2 | Special Education | CPI training for all administrators, bus drivers, paraeducators, classified & certificated staff | $50,000 |
| 4 | 4.3 | Special Education | Coordinate and offer inclusive education experiences in preschool programs | $25,000 |
| 4 | 4.4 | Special Education | Utilize technology program to support and track grade-level IEP goals | $150,000 |
| | | | **LCFF Specific Allocation Base Funds** | **$250,000** |

| Goal | Action # | Department Responsible | Short Title | LCFF Equity Multiplier Funds |
|---|---|---|---|---|
| 5 | 5.1 | Secondary Curriculum and Tracy HS | Additional intensive academic guidance support | $175,000 |
| 5 | 5.2 | Tracy HS/CWA | Technical support for chronic absenteeism | $100,000 |
| 5 | 5.3 | Tracy HS/Special Programs | Additional staff to provide 1:1 support for Long Term English Learners and Newcomers | $150,000 |
| 5 | 5.4 | Tracy HS/School Services | Supports for Student well-being | $51,832 |
| | | | **LCFF Equity Multiplier Funds** | **$476,832** |

# 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](mailto: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:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

# Plan Summary

## Purpose

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

## Requirements and Instructions

### General Information

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

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

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

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

### Reflections: Annual Performance

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

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

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

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

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

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

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

### Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

# Engaging Educational Partners
## Purpose

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

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

# Requirements

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

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

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

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

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

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

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

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

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

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

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

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

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

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

# Instructions

**Respond to the prompts as follows:**

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

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

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

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

**Complete the table as follows:**

Educational Partners

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

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.

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

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

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

**Requirement to Address the LCFF State Priorities**

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

Respond to the following prompts, as applicable:

**Focus Goal(s)**
Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

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

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

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

### Type of Goal

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

### State Priorities addressed by this goal.

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

### An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

  - The school or schools to which the goal applies

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

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

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

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

**Broad Goal**
Description

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

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

## Maintenance of Progress Goal
Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

## Metric #

- Enter the metric number.

## Metric

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

## Baseline

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

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

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

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

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

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

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

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

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

## Year 1 Outcome

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

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

## Year 2 Outcome

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

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

## Target for Year 3 Outcome

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

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

## Current Difference from Baseline

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

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

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

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

**Goal Analysis:**

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

        ▪   The reasons for the ineffectiveness, and

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

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

## Action #

- Enter the action number.

## Title

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

## Description

- Provide a brief description of the action.

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

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

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

## Total Funds

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

## Contributing

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

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

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

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

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

  - o Professional development for teachers.

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

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

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

    o The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.

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

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

## Purpose

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

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

**Statutory Requirements**

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

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

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

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

**LEA-wide and Schoolwide Actions**

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

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

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

**For School Districts Only**

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

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

# Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

## LCFF Carryover — Dollar

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

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

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

# Required Descriptions:

## LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

## Identified Need(s)

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

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

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

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

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

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

## Metric(s) to Monitor Effectiveness

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

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

**Limited Actions**

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

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

Complete the table as follows:

## Identified Need(s)

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

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

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

## Metric(s) to Monitor Effectiveness

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

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

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

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

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

## Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

# Action Tables

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

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

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

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

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

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

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

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

# Total Planned Expenditures Table

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

# Contributing Actions Table

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

# Annual Update Table

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

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

# Contributing Actions Annual Update Table

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

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

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

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

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

# LCFF Carryover Table

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

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

# Calculations in the Action Tables

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

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

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

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

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

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

- 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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