

# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Baldwin Park Unified School District

CDS Code: 19642870000000

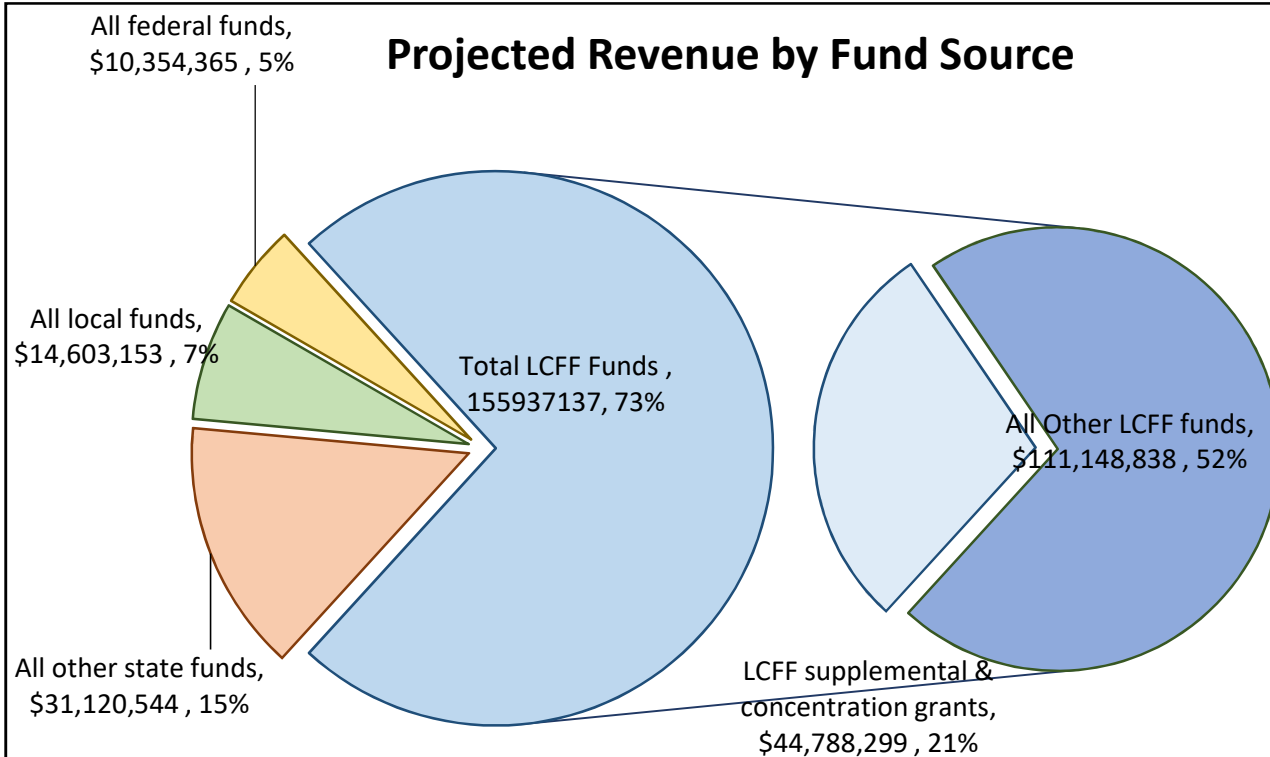
School Year: 2024-25

LEA contact information: Jannette Gomezjgomez569@bpusd.net

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

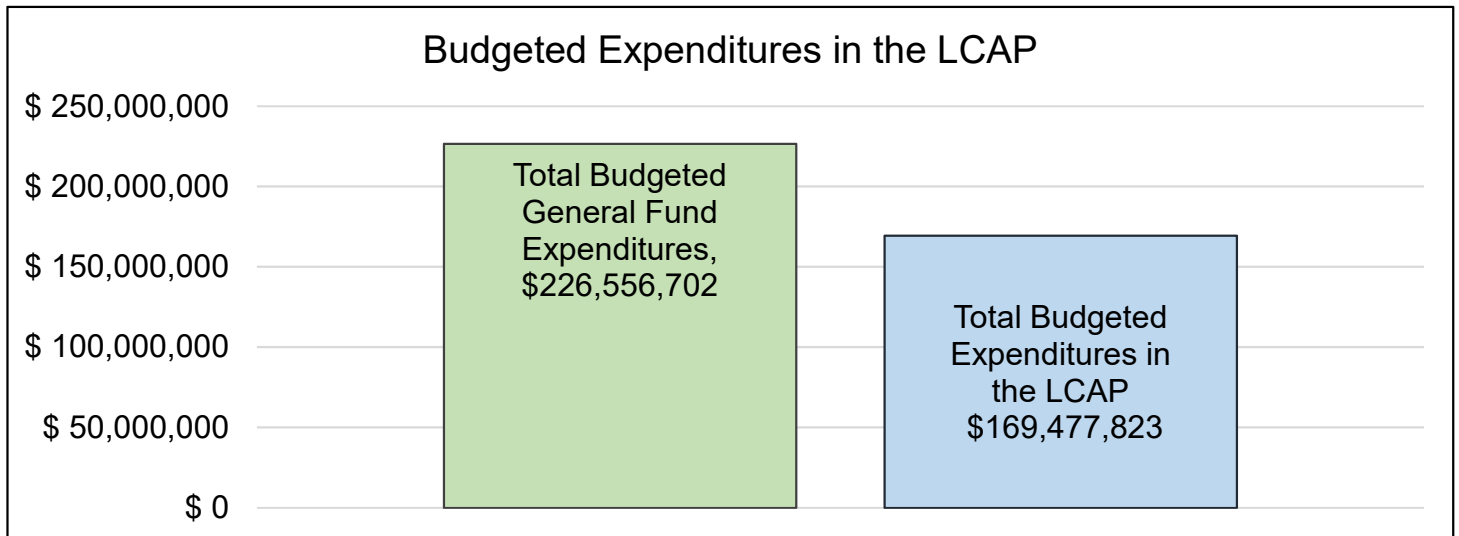


This chart shows the total general purpose revenue Baldwin Park Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Baldwin Park Unified School District is \$212,015,199.00, of which \$155,937,137.00 is Local Control Funding Formula (LCFF), \$31,120,544.00 is other state funds, \$14,603,153.00 is local funds, and \$10,354,365.00 is federal funds. Of the \$155,937,137.00 in LCFF Funds, \$44,788,299.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

# LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Baldwin Park 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: Baldwin Park Unified School District plans to spend \$226,556,702.00 for the 2024-25 school year. Of that amount, \$169,477,823.00 is tied to actions/services in the LCAP and \$57,078,879.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

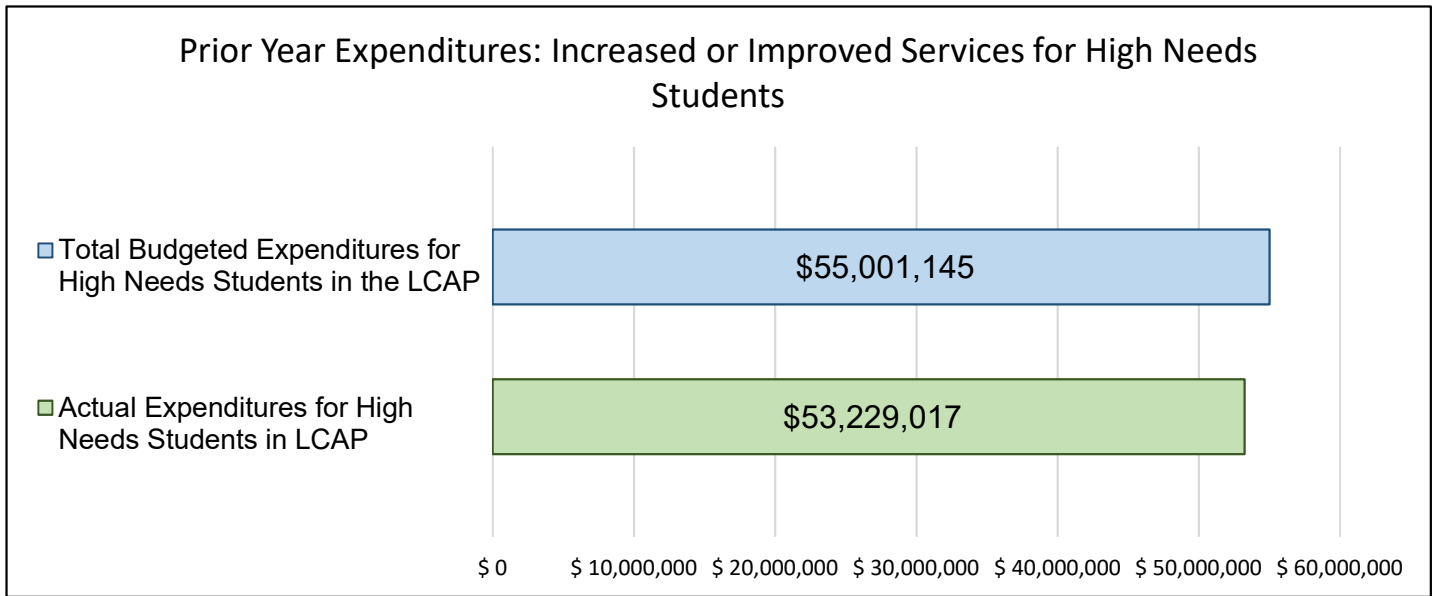
Overhead expenditures such as water, electricity, gas, waste management, maintenance & repairs, property & liability insurance, legal costs, audit fees, other operational and administrative costs, and additional staffing support.

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

In 2024-25, Baldwin Park Unified School District is projecting it will receive \$44,788,299.00 based on the enrollment of foster youth, English learner, and low-income students. Baldwin Park Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Baldwin Park Unified School District plans to spend \$53,728,230.00 towards meeting this requirement, as described in the LCAP.

# LCFF Budget Overview for Parents

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



This chart compares what Baldwin Park 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 Baldwin Park 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, Baldwin Park Unified School District's LCAP budgeted \$55,001,145.00 for planned actions to increase or improve services for high needs students. Baldwin Park Unified School District actually spent \$53,229,017.00 for actions to increase or improve services for high needs students in 2023-24. The difference between the budgeted and actual expenditures of \$1,772,128.00 had the following impact on Baldwin Park Unified School District's ability to increase or improve services for high needs students:

[Respond to the prompt here; if there is no prompt, a response is not required.]

# 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
Baldwin Park Unified School District	Noreen Iwai-Ito Senior Director of Support Services	<a href="mailto:Niwaiito397@bpusd.net">Niwaiito397@bpusd.net</a> 626-856-4617

## Goals and Actions

### Goal 1

Goal #	Description
1	Maintain a framework for 21 <sup>st</sup> Century Learning that prepares students with the relevant skills and knowledge to be college and career-ready.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24																																								
<b>Fully Credential and Appropriately Assigned Teachers</b>  Source: CALSAAS	100% of teachers are appropriately assigned and fully credentialed	<table><tr><td></td><td>#</td><td>% age</td></tr><tr><td>Fully Credentialed Teachers</td><td>517.4</td><td>--</td></tr><tr><td>Ineffective per ESSA Definition</td><td>3.3</td><td>1%</td></tr><tr><td>Out-of-Field per ESSA Definition</td><td>8.4</td><td>2%</td></tr></table> <p>Per ESSA, an <b>ineffective teacher</b> is any of the following: 1) An individual whose assignment is legally authorized by an emergency permit that does not require possession of a full teaching license; or 2) A teacher who holds a teaching credential but does not possess a permit or authorization that temporarily allows them to teach outside of their credentialed area (misassigned) 3) An individual who holds no credential, permit, or authorization to teach in California.</p> <p>Per ESSA, a credentialed <b>out-of-field teacher</b> is a credentialed teacher who has not yet demonstrated subject matter competence in the subject area(s) or for the student population to which he or she is assigned</p>		#	% age	Fully Credentialed Teachers	517.4	--	Ineffective per ESSA Definition	3.3	1%	Out-of-Field per ESSA Definition	8.4	2%	<p>Information reported is from Summary of Findings from the May 2023 Monitoring: Audit Report and Review and is considered preliminary data that may not match the final Teaching Assignment Monitoring Outcome data when it is released.</p> <table><tr><td colspan="2">2021-2022</td></tr><tr><td colspan="2"># Misassignments</td></tr><tr><td>Elementary</td><td>3</td></tr><tr><td>Middle School</td><td>13*</td></tr><tr><td>High school</td><td>17*</td></tr><tr><td>Alternative</td><td>1</td></tr><tr><td>Other</td><td>1</td></tr></table> <p>Each misassignment identified on this report may represent the aggregation of multiple assignments to the same CALPADS Course Code, English Learner Service, or Special Education Disability Area for any one educator.</p> <p>*Secondary misassignment could be one section/period.</p>	2021-2022		# Misassignments		Elementary	3	Middle School	13*	High school	17*	Alternative	1	Other	1	<p>Information reported is from Summary of Findings from the May 2023 Monitoring: Audit Report and Review, Academic Year: 2022-2023</p> <table><tr><td colspan="2">2022-2023</td></tr><tr><td colspan="2"># Misassignments</td></tr><tr><td>Elementary</td><td>8</td></tr><tr><td>Middle School</td><td>26*</td></tr><tr><td>High school</td><td>13*</td></tr><tr><td>Alternative</td><td>1</td></tr><tr><td>Other</td><td>1</td></tr></table> <p>Each misassignment identified on this report may represent the aggregation of multiple assignments to the same CALPADS Course Code, English Learner Service, or Special Education Disability Area for any one educator.</p> <p>*Secondary misassignment could be one section/period.</p>	2022-2023		# Misassignments		Elementary	8	Middle School	26*	High school	13*	Alternative	1	Other	1	100% of teachers are appropriately assigned and fully credentialed
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Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<b>Student Access to Instructional Materials</b>  Source: Williams Reports	100% of Williams monitored schools received a sufficiency rating by the LACOE monitoring team. All schools monitored by BPUSD Instructional Materials Technician. Annually, a public hearing is held and board adopts a resolution stating if each pupil in the has sufficient instructional materials. Results annually reported in the schools' SARC.	100% of Williams monitored schools received a sufficiency rating by the LACOE monitoring team	100% of Williams monitored schools received a sufficiency rating by the LACOE monitoring team	100% of Williams monitored schools received a sufficiency rating by the LACOE monitoring team	100% of Williams monitored schools receive a sufficiency rating by the LACOE monitoring team
<b>School Facilities in Good Repair</b>  Source: Williams Reports	100% of Williams monitored schools will receive an exemplary rating on Facilities Inspection Tool (FIT). All schools monitored by Maintenance and Operations annually utilizing the FIT. Results annually reported in the schools' SARC.	100% of Williams monitored schools received an exemplary rating on Facilities Inspection Tool (FIT)	100% of Williams monitored schools received an exemplary rating on Facilities Inspection Tool (FIT)	On August 22, 2023 an announced Williams Facility Inspection was conducted at Sierra Vista High. The school received a rating of good with a score of 98.78%, 0.21% from exemplary.	100% of Williams monitored schools receive an exemplary rating on Facilities Inspection Tool (FIT)

Metric	Baseline			Year 1 Outcome			Year 2 Outcome			Year 3 Outcome			Desired Outcome for 2023–24		
<b>Smarter Balanced Summative English-Language Arts</b>  Distance from Level 3  Source: California School Dashboard		<b>2018-19</b>			<b>2020-21</b>			<b>2021-22</b>			<b>2022-23</b>			<b>2022-23</b>	
	All Students	-16		All Students	37.14% Met/ Exceeded		All Students	-28.1		All Students	-26.8		All Students	-5 to +9.9	
	Low Income	-20.3		Low Income	35.00% Met/ Exceeded		Low Income	-32.0		Low Income	-29.7		Low Income	-5	
	English Learners	-50.6		English Learners	6.20% Met/ Exceeded		English Learners	-61.1		English Learners	-68.8		English Learners	-30	
	Foster Youth	-83.8		Foster Youth	--		Foster Youth	-65.4		Foster Youth	-77		Foster Youth	-63	
	Homeless	-27		Homeless	37.81% Met/ Exceeded		Homeless	-26.8		Homeless	-45.7		Homeless	-12	
	Students with Disabilities	-98.1		Students with Disabilities	10.42% Met/ Exceeded		Students with Disabilities	-107.2		Students with Disabilities	-103.3		Students with Disabilities	-78	
Distance from level 3 was not calculated by CDE.  CAASPP Disclaimer:  PLEASE NOTE: Due to factors surrounding the novel coronavirus (COVID-19) pandemic, testing participation in 2020–21 varied. Care should be used when interpreting results.															
<b>i-Ready Reading</b>		<b>Initial</b>	<b>Final</b>												
	<b>Tier 1</b> On or Above Level	25%	34%												
	Growth not less than 10%														
					<b>Initial</b>	<b>Final</b>									
				<b>Tier 1</b> On or Above Level	19%	31%									
					<b>Initial</b>	<b>Final</b>									
				<b>Tier 1</b> On or Above Level	20%	31%									
					<b>Initial</b>	<b>Final</b>									
				<b>Tier 1</b> On or Above Level	TBD	63%									

Metric	Baseline			Year 1 Outcome			Year 2 Outcome			Year 3 Outcome			Desired Outcome for 2023–24		
<b>Smarter Balanced Summative Mathematics</b>  Distance from Level 3  Source: California School Dashboard		<b>2018-19</b>			<b>2020-21</b>			<b>2021-22</b>			<b>2022-23</b>			<b>2022-23</b>	
	All Students	-53.6		All Students	20.13% Met/ Exceeded		All Students	-76.4		All Students	-73.4		All Students	-25	
	Low Income	-57.3		Low Income	18.51% Met/ Exceeded		Low Income	-80.8		Low Income	-76.4		Low Income	-25	
	English Learners	-75.8		English Learners	4.72% Met/ Exceeded		English Learners	-97.1		English Learners	-99.5		English Learners	-25	
	Foster Youth	-101.5		Foster Youth	---		Foster Youth	-119.7		Foster Youth	-134.4		Foster Youth	-80	
	Homeless	-68.1		Homeless	18.44% Met/ Exceeded		Homeless	-87.4		Homeless	-95.6		Homeless	-25.1	
	Students with Disabilities	-126.4		Students with Disabilities	5.48% Met/ Exceeded		Students with Disabilities	-140.1		Students with Disabilities	-139.6		Students with Disabilities	-80	
	Distance from level 3 was not calculated by CDE.  CAASPP Disclaimer:  PLEASE NOTE: Due to factors surrounding the novel coronavirus (COVID-19) pandemic, testing participation in 2020–21 varied. Care should be used when interpreting results.														
<b>i-Ready Math</b>		<b>Initial</b>	<b>Final</b>												
	<b>Tier 1</b> On or Above Level	18%	29%												
	Growth not less than 10%														
					<b>Initial</b>	<b>Final</b>									
	<b>Tier 1</b> On or Above Level	9%	25%												
					<b>Initial</b>	<b>Final</b>									
	<b>Tier 1</b> On or Above Level	10%	31%												
					<b>Initial</b>	<b>Final</b>									
	<b>Tier 1</b> On or Above Level	---	61%												



Metric	Baseline			Year 1 Outcome			Year 2 Outcome			Year 3 Outcome			Desired Outcome for 2023–24		
<b>i-Ready Usage</b>  The target usage is 45 minutes per subject per week or 27 hours per subject per school year		Read	Math		Read	Math		Read	Math		Read	Math		Read	Math
	Elem	18 hours	18 hours	Elem	18 hours 50 mins	18 hours 6 mins	Elem	27 hours 27 mins	24 hours 58 mins	Elem	26 hours 25 mins	27 hours 45 mins	Elem	27 hours	27 hours
	Junior/Middle Schools	11 hours	11 hours	Middle Schools	17 hours 43 mins	20 hours 43 mins	Middle Schools	20 hours 13 mins	24 hours 6 mins	Middle Schools	19 hours 58 mins	25 hours 1 mins	Middle Schools	27 hours	27 hours
<b>Summative English Language Proficiency Assessments for California (ELPAC)</b>  Source: CDE DataQuest		2018-19		2020-2021		2021-2022		2022-2023		2022-2023		2022-2023		2022-2023	
	Level 1 Minimally Developed	15.17%	Level 1 Minimally Developed	17.83%	Level 1 Minimally Developed	19.00%	Level 1 Minimally Developed	26.98%	Level 1 Minimally Developed	10%					
	Level 2 Somewhat Developed	37.65%	Level 2 Somewhat Developed	38.83%	Level 2 Somewhat Developed	31.55%	Level 2 Somewhat Developed	27.78%	Level 2 Somewhat Developed	40%					
	Level 3 Moderately Developed	36.92%	Level 3 Moderately Developed	33.54%	Level 3 Moderately Developed	37.86%	Level 3 Moderately Developed	36.51%	Level 3 Moderately Developed	30%					
	Level 4 Well Developed	10.25%	Level 4 Well Developed	9.80%	Level 4 Well Developed	11.59%	Level 4 Well Developed	8.73%	Level 4 Well Developed	20%					

Metric	Baseline		Year 1 Outcome		Year 2 Outcome			Year 3 Outcome		Desired Outcome for 2023–24	
<b>At-Risk of Becoming Long-Term ELs</b>  Number of English Learners that have been classified as At-Risk ELs for 4-5 years  Source: CDE DataQuest	<b>2019-20</b>	<b>#At-Risk</b>	<b>2020-2021</b>	<b>#At-Risk</b>		<b>#At-Risk 2021-22</b>	<b>#At-Risk 2022-23</b>		<b>#At-Risk</b>		<b>#At-Risk</b>
	3 <sup>rd</sup>	57	3 <sup>rd</sup>	59	3 <sup>rd</sup>	56	79	3 <sup>rd</sup>	32	3 <sup>rd</sup>	25
	4 <sup>th</sup>	104	4 <sup>th</sup>	196	4 <sup>th</sup>	159	143	4 <sup>th</sup>	97	4 <sup>th</sup>	50
	5 <sup>th</sup>	103	5 <sup>th</sup>	102	5 <sup>th</sup>	106	97	5 <sup>th</sup>	93	5 <sup>th</sup>	50
	6 <sup>th</sup>	3	6 <sup>th</sup>	9	6 <sup>th</sup>	4	6	6 <sup>th</sup>	3	6 <sup>th</sup>	0
	7 <sup>th</sup>	2	7 <sup>th</sup>	3	7 <sup>th</sup>	2	4	7 <sup>th</sup>	6	7 <sup>th</sup>	0
	8 <sup>th</sup>	3	8 <sup>th</sup>	5	8 <sup>th</sup>	2	1	8 <sup>th</sup>	3	8 <sup>th</sup>	0
	9 <sup>th</sup>	3	9 <sup>th</sup>	10	9 <sup>th</sup>	7	5	9 <sup>th</sup>	4	9 <sup>th</sup>	0
	10 <sup>th</sup>	3	10 <sup>th</sup>	7	10 <sup>th</sup>	3	6	10 <sup>th</sup>	9	10 <sup>th</sup>	0
	11 <sup>th</sup>	3	11 <sup>th</sup>	6	11 <sup>th</sup>	8	2	11 <sup>th</sup>	2	11 <sup>th</sup>	0
	12 <sup>th</sup>	11	12 <sup>th</sup>	7	12 <sup>th</sup>	9	11	12 <sup>th</sup>	3	12 <sup>th</sup>	0
<b>Long-Term ELs 6+ Years</b>  Number of English Learners that have been classified as Long-Term ELs for 6+ years  Source: CDE DataQuest	<b>2019-20</b>	<b>#LTEs</b>	<b>2020-2021</b>	<b>#LTEs</b>		<b>#LTEs 2021-22</b>	<b>#LTEs 2022-23</b>		<b>#LTEs</b>		<b>#LTEs</b>
	6 <sup>th</sup>	74	6 <sup>th</sup>	173	6 <sup>th</sup>	127	71	6 <sup>th</sup>	53	6 <sup>th</sup>	35
	7 <sup>th</sup>	39	7 <sup>th</sup>	98	7 <sup>th</sup>	127	51	7 <sup>th</sup>	49	7 <sup>th</sup>	20
	8 <sup>th</sup>	33	8 <sup>th</sup>	60	8 <sup>th</sup>	83	28	8 <sup>th</sup>	26	8 <sup>th</sup>	16
	9 <sup>th</sup>	33	9 <sup>th</sup>	41	9 <sup>th</sup>	119	32	9 <sup>th</sup>	36	9 <sup>th</sup>	16
	10 <sup>th</sup>	18	10 <sup>th</sup>	56	10 <sup>th</sup>	93	40	10 <sup>th</sup>	49	10 <sup>th</sup>	9
	11 <sup>th</sup>	27	11 <sup>th</sup>	29	11 <sup>th</sup>	96	22	11 <sup>th</sup>	31	11 <sup>th</sup>	14
	12 <sup>th</sup>	60	12 <sup>th</sup>	62	12 <sup>th</sup>	85	54	12 <sup>th</sup>	41	12 <sup>th</sup>	30
<b>English Learner Reclassification Rate</b>  Source: CDE DataQuest	14.5%  Previous year 29.5% State 8.6%		10%  Previous Year 14.5%		16.0%			23%		Reclassification rate will be within .5% of or exceed the state reclassification average	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24																																																																						
<b>English Learner Progress Indicator</b>  ELPI Status rate reflects the # of ELs who moved up at least one ELPI level or maintained the ELP criterion	<table><tr><td></td><td>2019</td></tr><tr><td>Very High = 65% of higher</td><td></td></tr><tr><td>High = 55% to less than 65%</td><td></td></tr><tr><td>Medium = 45% to less than 55%</td><td>46%</td></tr><tr><td>Low = 35% to less than 45%</td><td></td></tr><tr><td>Very low = Less than 35%</td><td></td></tr></table> 46% of English learners increased at least one ELPI level or maintained the ELP criterion (Level 4)		2019	Very High = 65% of higher		High = 55% to less than 65%		Medium = 45% to less than 55%	46%	Low = 35% to less than 45%		Very low = Less than 35%		<table><tr><td></td><td></td></tr><tr><td>Very High = 65% of higher</td><td>*</td></tr><tr><td>High = 55% to less than 65%</td><td>*</td></tr><tr><td>Medium = 45% to less than 55%</td><td>*</td></tr><tr><td>Low = 35% to less than 45%</td><td>*</td></tr><tr><td>Very low = Less than 35%</td><td>*</td></tr></table> *For the 2019 Dashboard, the CDE will only have two years of ELPAC SA results from the spring 2018 and 2019 test administrations. As a result, the CDE will report ELPI Status only in the 2019 Dashboard.			Very High = 65% of higher	*	High = 55% to less than 65%	*	Medium = 45% to less than 55%	*	Low = 35% to less than 45%	*	Very low = Less than 35%	*	<table><tr><th colspan="2">English Learner Progress Indicator</th></tr><tr><td>Student Group</td><td>English Learner</td></tr><tr><td>Status Level</td><td>Med</td></tr><tr><td>Current Status</td><td>49.1%</td></tr><tr><td>Denominator</td><td>1,541</td></tr></table> This metric measures progress toward English language proficiency by comparing English Learner students' results from the current English Language Proficiency Assessments for California (ELPAC) Summative to the prior year ELPAC Summative results.	English Learner Progress Indicator		Student Group	English Learner	Status Level	Med	Current Status	49.1%	Denominator	1,541	<table><tr><td></td><td>2022-2023</td></tr><tr><td>Very High = 65% of higher</td><td></td></tr><tr><td>High = 55% to less than 65%</td><td></td></tr><tr><td>Medium = 45% to less than 55%</td><td>50.0%</td></tr><tr><td>Low = 35% to less than 45%</td><td></td></tr><tr><td>Very low = Less than 35%</td><td></td></tr></table> Source: CA School Dashboard		2022-2023	Very High = 65% of higher		High = 55% to less than 65%		Medium = 45% to less than 55%	50.0%	Low = 35% to less than 45%		Very low = Less than 35%		To Be Determined																								
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<b>Graduation Rate</b>  Percentage of students who earned a High School Diploma within 4 or 5 years of entering 9 <sup>th</sup> grade  <b>Source:</b> California School Dashboard	<table><tr><td></td><td>2019-20</td></tr><tr><td>All Students</td><td>93.9%</td></tr><tr><td>Low Income</td><td>94.1%</td></tr><tr><td>English Learners</td><td>80.2%</td></tr><tr><td>Foster Youth</td><td>71.4%</td></tr><tr><td>Homeless</td><td>93.5%</td></tr><tr><td>Students with Disabilities</td><td>79.9%</td></tr></table>		2019-20	All Students	93.9%	Low Income	94.1%	English Learners	80.2%	Foster Youth	71.4%	Homeless	93.5%	Students with Disabilities	79.9%	<table><tr><td></td><td>2020-21</td></tr><tr><td>All Students</td><td>92.5%</td></tr><tr><td>Low Income</td><td>92.8%</td></tr><tr><td>English Learners</td><td>78.8%</td></tr><tr><td>Foster Youth</td><td>91.7%</td></tr><tr><td>Homeless</td><td>89.9%</td></tr><tr><td>Students with Disabilities</td><td>81.9%</td></tr></table> As reported on CDE Dashboard		2020-21	All Students	92.5%	Low Income	92.8%	English Learners	78.8%	Foster Youth	91.7%	Homeless	89.9%	Students with Disabilities	81.9%	<table><tr><td></td><td>2021-22</td></tr><tr><td>All Students</td><td>89.3%</td></tr><tr><td>Low Income</td><td>90.0%</td></tr><tr><td>English Learners</td><td>69.1%</td></tr><tr><td>Foster Youth</td><td>70.6%</td></tr><tr><td>Homeless</td><td>85.5%</td></tr><tr><td>Students with Disabilities</td><td>77.1%</td></tr></table>		2021-22	All Students	89.3%	Low Income	90.0%	English Learners	69.1%	Foster Youth	70.6%	Homeless	85.5%	Students with Disabilities	77.1%	<table><tr><td></td><td>2022-23</td></tr><tr><td>All Students</td><td>91.7% High</td></tr><tr><td>Low Income</td><td>91.8% High</td></tr><tr><td>English Learners</td><td>77.0% Low</td></tr><tr><td>Foster Youth</td><td>68.4% Low</td></tr><tr><td>Homeless</td><td>90.3% Medium</td></tr><tr><td>Students with Disabilities</td><td>84.1% Medium</td></tr></table>		2022-23	All Students	91.7% High	Low Income	91.8% High	English Learners	77.0% Low	Foster Youth	68.4% Low	Homeless	90.3% Medium	Students with Disabilities	84.1% Medium	<table><tr><td></td><td>2022-23</td></tr><tr><td>All Students</td><td>96%</td></tr><tr><td>Low Income</td><td>97%</td></tr><tr><td>English Learners</td><td>90%</td></tr><tr><td>Foster Youth</td><td>90%</td></tr><tr><td>Homeless</td><td>96%</td></tr><tr><td>Students with Disabilities</td><td>90%</td></tr></table>		2022-23	All Students	96%	Low Income	97%	English Learners	90%	Foster Youth	90%	Homeless	96%	Students with Disabilities	90%
	2019-20																																																																										
All Students	93.9%																																																																										
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Metric	Baseline		Year 1 Outcome		Year 2 Outcome		Year 3 Outcome		Desired Outcome for 2023–24	
<b>ELA Early Assessment Program (EAP)</b>  Percentage of 11th-grade Students exceeding standard on the English-Language Arts Smarter Balanced Summative  <b>Source:</b> CDE DataQuest CAASPP				<b>2020-21</b>						
	All Students	22.79%	All Students	29.31%	All Students	22.04%	All Students	25.99%	All Students	40%
	Low Income	22.27%	Low Income	26.94%	Low Income	21.20%	Low Income	18.53%	Low Income	40%
	English Learners	0.00%	English Learners	3.33%	English Learners	1.16%	English Learners	0.45%	English Learners	15%
	Homeless	21.35%	Homeless	35.00%	Homeless	20.74%	Homeless	11.32%	Homeless	40%
	Students with Disabilities	0.96%	Students with Disabilities	2.38%	Students with Disabilities	1.83%	Students with Disabilities	4.01%	Students with Disabilities	15%
			Per CDE: Note – Due to factors surrounding the COVID19 pandemic, testing participation in 2020-2021 varied. Care should be used when interpreting results.							
<b>Math Early Assessment Program (EAP)</b> Percentage of 11 <sup>th</sup> grade Students exceeding standard on the Mathematics Smarter Balanced Summative  <b>Source:</b> CDE DataQuest CAASPP		<b>2018-19</b>		<b>2020-21</b>		<b>2021-22</b>		<b>2022-23</b>		<b>2022-23</b>
	All Students	7.57%	All Students	8.64%	All Students	5.55%	All Students	12.04%	All Students	15%
	Low Income	17.19%	Low Income	7.82%	Low Income	5.41%	Low Income	5.47%	Low Income	25%
	English Learners	0.00%	English Learners	0.00%	English Learners	0.00%	English Learners	0.55%	English Learners	10%
	Homeless	18.65%	Homeless	7.30%	Homeless	5.11%	Homeless	2.97%	Homeless	25%
	Students with Disabilities	0.00%	Students with Disabilities	0.00%	Students with Disabilities	0.00%	Students with Disabilities	1.55%	Students with Disabilities	10%
		Per CDE: Note – Due to factors surrounding the COVID19 pandemic, testing participation in 2020-2021 varied. Care should be used when interpreting results.								

Metric	Baseline		Year 1 Outcome		Year 2 Outcome		Year 3 Outcome		Desired Outcome for 2023–24	
<b>A-G Completion Rate</b>  Percentage of graduates who met UC/CSU requirements  Source: BPUSD Student Information System		<b>2019-20</b>		<b>2020-21</b>		<b>2021-22</b>		<b>2022-23</b>		<b>2022-23</b>
	All Students	33.8%	All Students	38.3%	All Students	37.3%	All Students	37.0% 336 Students	All Students	43.8%
	Low Income	33.8%	Low Income	38.7%	Low Income	37.7%	Low Income	37.0% 332 Students	Low Income	43.8%
	English Learners	14.6%	English Learners	13.5%	English Learners	10.3%	English Learners	21.0% 21 Students	English Learners	24.6%
	Foster Youth	20.0%	Foster Youth	8.3%	Foster Youth	0.0%	Foster Youth	5.3% 1 Student	Foster Youth	30.0%
	Homeless	29.3%	Homeless	37.0%	Homeless	30.1%	Homeless	30.9% 64 Students	Homeless	39.3%
	Students with Disabilities	5.3%	Students with Disabilities	5.6%	Students with Disabilities	5.2%	Students with Disabilities	9.33% 14 Students	Students with Disabilities	15.3%
			As reported on CDE Dashboard							

Metric	Baseline		Year 1 Outcome		Year 2 Outcome		Year 3 Outcome		Desired Outcome for 2023–24	
<b>CTE Pathway Completion</b>  Percentage of graduating cohort completing a Career Technical Education (CTE) Pathway  Source: California School Dashboard		<b>2019-20</b>		<b>2020-21</b>		<b>2021-22</b>		<b>2022-23</b>		<b>2022-23</b>
	All Students	55.0%	All Students	45.7%	*All Students	21.4%	All Students	18.0%	All Students	65%
	Low Income	55.1%	Low Income	45.5%	Low Income	21.5%	Low Income	18.0%	Low Income	65%
	English Learners	41.7%	English Learners	28.8%	English Learners	12.4%	English Learners	7.0%	English Learners	61%
	Foster Youth	50.0%	Foster Youth	33.3%	Foster Youth	5.9%	Foster Youth	10.5%	Foster Youth	60%
	Homeless	50.0%	Homeless	39.9%	Homeless	18.7%	Homeless	15.9%	Homeless	60%
	Students with Disabilities	42.9%	Students with Disabilities	40.6%	Students with Disabilities	17.0%	Students with Disabilities	12.6%	Students with Disabilities	52%
			As reported on CDE Dashboard		*In 2020-21, 470 students participated as compared to 170 participating in 2021-2022.					

Metric	Baseline		Year 1 Outcome		Year 2 Outcome		Year 3 Outcome		Desired Outcome for 2023–24	
<b>Both CTE and A-G</b>  Percentage of graduating cohort completing a Career Technical Education (CTE) Pathway  Source: California School Dashboard		<b>2019-20</b>		<b>2020-2021</b>		<b>2021-22</b>		<b>2022-2023</b>		<b>2023-24</b>
	All Students	*	All Students	17.8%	All Students	8.1%	All Students	9.4%	All Students	25%
	Low Income	*	Low Income	18.0%	Low Income	8.1%	Low Income	9.5%	Low Income	25%
	English Learners	*	English Learners	9.6%	English Learners	1.0%	English Learners	1.0%	English Learners	15%
	Foster Youth	*	Foster Youth	8.3%	Foster Youth	0.0%	Foster Youth	0.0%	Foster Youth	15%
	Homeless	*	Homeless	15.9%	Homeless	6.2%	Homeless	8.7%	Homeless	20%
	Students with Disabilities	*	Students with Disabilities	3.8%	Students with Disabilities	0.7%	Students with Disabilities	2.6%	Students with Disabilities	15%
*Not calculated										
<b>Advanced Placements</b>  Percentage of students who received a score of 3 or higher  Source: CDE DataQuest	57% of students administered Advanced Placement Exams received a score of 3 or higher			<b>2020-21</b>		<b>2021-22</b>		<b>2022-23</b>	73% of students administered Advanced Placement Exams received a score of 3 or higher	
			All Students	12.9%	All Students	9.0%	All Students	20.5% of Prepared Students		
			Low Income	13.0%	Low Income	9.1%	Low Income	20.7% of Prepared Students		
			English Learners	---	English Learners	1.0%	English Learners	0.0% of Prepared Students		
			Foster Youth	---	Foster Youth	--	Foster Youth	0.0% of Prepared Students		
			Homeless	10.5%	Homeless	5.2%	Homeless	21.4% of Prepared Students		
			Students with Disabilities	0.8%	Students with Disabilities	--	Students with Disabilities	0.0% of Prepared Students		
			As reported on CA Dashboard		As reported on CA Dashboard					
*Changed to a score of 3 or higher on <b><u>two Advanced Placement Exams</u></b>										

Metric	Baseline		Year 1 Outcome	Year 2 Outcome	Year 3 Outcome		Desired Outcome for 2023–24	
<b>College Career Indicator</b>  Percentage of graduates who are identified on the “prepared” level  Source: California School Dashboard		<b>2018-19</b>	Due to the COVID-19 pandemic, California received a waiver from the U.S. Department of Education from the requirement to report measures of student progress. The State of California subsequently removed similar state requirements with the passage of Assembly Bill 130. As a result, there will be no state indicators published on the 2021 California School Dashboard (Dashboard), including the College/Career Indicator (CCI).	LEAs were allowed to use other state measures during the 2020-2021 school year. Not all districts would have Smarter Balanced summative assessment data. Since the Smarter Balanced Summative Assessment is both a standalone measure and a part of other compound measures in the College Career Indicator, the California Department of Education (CDE) is unable to determine which graduates in the 2021–22 school year met the prepared criteria. While other state measures* will be reported on the 2022 Dashboard, the CCI will not.		<b>2022-23</b>		<b>2022-23</b>
	All Students	41.1%			All Students	34.6%	All Students	51%
	Low Income	41.2%			Low Income	34.6%	Low Income	51%
	English Learners	10.6%			English Learners	11.2%	English Learners	20%
	Foster Youth	15.4%			Foster Youth	5.3%	Foster Youth	25%
	Homeless	35.7%			Homeless	27.2%	Homeless	45%
	Students with Disabilities	4.7%			Students with Disabilities	6.8%	Students with Disabilities	15%



Goal 1 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.

No substantive differences in planned actions and actual implementation.

Successes:

**Goal 1 Actions 1 and 2:** Identified unduplicated students received increased services provided by Curriculum Technology and Intervention Coaches (CTI), Intervention Teachers on Special Assignments (ToSAs), instructional aides, bilingual instructional aides, intervention paraprofessionals, English Learner Program Aides (ELPAs), library support, and Educational Technology and Support staff. CTI Coaches and Intervention ToSAs participated in coaching training and engaged in collaborative lesson studies. These initiatives aimed to enhance coaching skills, share best practices, and promote continuous improvement in teaching and learning.

**Goal 1 Action 3:** Summer committee reviewed and revised elementary and high school Integrated I, II, and III math assessments. This initiative aimed to monitor students' progress, pinpoint learning gaps, and offer support to help students achieve their learning goals.

**Goal 1 Action 4:** Professional development for teachers, paraprofessionals, and administrators that allowed participants to stay current with best practices, learn new techniques, refresh practices, and develop or improve skills. It also helped to build a knowledge base and keep up with the latest evidence-based practices. Low-income, English learners, foster youth, and students with disabilities provided advanced learning programs and expanded learning programs throughout the school year.

**Goal 1 Action 5:** High school and elementary teachers of grades four and five participated in NGSS training facilitated by the Los Angeles County Office of Education STEM Coordinator. Teachers reviewed shifts in Science education, exploring, examining, and applying scientific concepts to explain natural phenomena. During the sessions, educators were introduced to the interconnected nature of Science as it's practiced in the real world, along with understanding the content progression across TK-12

**Goal 1 Action 6:** Expanded the GATE Program to include field trips alongside monthly lessons and parent meetings. This expansion of enrichment activities for GATE students provided opportunities for intellectual growth and exploration.

**Goal 1 Action 6:** Expanded the GATE Program to include field trips alongside monthly lessons and parent meetings. This expansion of enrichment activities for GATE students provided opportunities for intellectual growth and exploration.

**Goal 1 Action 7:** For the 2023-2024 school year, North Park Continuation High School graduated 115 students, many of whom enter the program credit deficient.

**Goal 1 Action 8:** Partnered with the BPEA association and Mt. San Antonio College (Mt. SAC) to broaden Dual Enrollment offerings for high school students. For the 2023-2024 school year, 171 students took advantage of the dual enrollment program.

**Goal 1 Action 9:** Partnered with CTE pathway teachers and the San Gabriel Valley Regional Occupational Program (SGVROP) to strengthen pathway initiatives, particularly in work experience.

**Goal 1 Action 10:** Per state law, “Instructional materials’ means all materials that are designed for use by pupils and their teachers as a learning resource and help pupils to acquire facts, skills, or opinions or to develop cognitive processes. Instructional materials may be printed or non-printed, and may include textbooks, technology-based materials, other educational materials, and tests.” All students had access to necessary instructional materials.

**Goal 1 Action 11:** The co-teaching program provided students with disabilities greater access and individualized instruction. Two credentialed teachers in the classroom provided all students additional support, resources, and diversity.

**Goal 1 Actions 12 and 13:** Baldwin Park Unified School District maintains a 1:1 Chromebook program to provide each student with their device for educational purposes. Students have access to the necessary instructional materials and Educational Technology and Support (ETS) staff who are responsible for managing and keeping services and resources current.

**Goal 1 Action 14:** For low-income students, English learners, and foster youth, there were the benefits of reduced student/teacher ratio, increased instructional options for all students, and diversity of instructional styles.

**Goal 1 Action 15:** Established new assessments in English language arts and English Language Development to monitor student performance, guide instruction, and provide indicators on how students will do on standardized tests such as the ELPAC and SBAC.

### **Challenges:**

Declining population is a city challenge. Based on current census projections, Baldwin Park's population is listed as 66,939 in 2024, in contrast to 71,971 in 2020, a decrease of -6.99% since the most recent census. The city's population is estimated to be declining at -1.84% annually. The district's challenge is the 20% enrollment drop between 2018 and 2022. Discussion of school closures has been happening since 2015. Understanding the topic of school closures is difficult; decisions had to be made to adjust current facility operations and address school consolidation and reorganization. "The closure of schools is a last resort in achieving programmatic and fiscal stability for our District, but it is sometimes necessary to ensure we can continue to provide the high-quality resources and programs that our students deserve."

The challenges faced by Baldwin Park Unified School District are not unique, but rather, they are shared by many districts throughout California. Staff shortages, for instance, lead to vacancies, such as the need for paraprofessionals to assist Intervention Teachers on Special Assignments, thereby posing a challenge in reducing teacher-to-student intervention ratios. The lack of qualified substitutes to effectively implement and benefit from professional development opportunities is another common issue.

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.

- **Goal 1 Action 3:** Delayed textbook adoptions.
- **Goal 1 Action 4:** Delayed standards adoption.
- **Goal 1 Action 7:** The district received one-time funding for expanded learning activities.
- **Goal 1 Action 10:** Increase costs in supplemental instructional materials.
- **Goal 1 Action 14:** Negotiated salary increases and one-time off-schedule.

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

- Curriculum Technology Intervention-Coaches (CTI-C), Intervention Teachers on Special Assignment (ToSAs), and intervention paraprofessionals provided intervention to struggling students.
- Teachers received onboarding from the University of Florida Institute. This initiative aimed to strengthen our educators' capabilities in delivering comprehensive reading instruction tailored to the needs of our students.
- Both elementary and secondary teachers underwent training in Write from the Beginning and Beyond, a program designed to support the expository writing process. This training equips educators with the tools and strategies to nurture students' writing skills across grade levels.
- Data protocols were implemented with CTI Coaches and Intervention ToSAs to better understand students' diverse needs and plan targeted interventions. This data-driven approach ensured interventions were tailored to meet students' specific academic requirements.
- The increase in opportunities for professional development for classified staff was met with great enthusiasm. Continue to plan meaningful professional development opportunities.
- Continue to utilize and align A-G one-time funding to support college career efforts.
- Increased access for students with disabilities through the implementation of co-teaching. Co-teaching is expanding student awareness and understanding of differences among students.

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.

- Orton-Gillingham Approach training provided a comprehensive training based on the Science of reading, utilizing the Orton-Gillingham Approach. Three cohorts were successfully completed, and due to their success, an additional cohort will be offered in the fall to further equip educators with effective literacy instruction strategies.
- Refresher or reboot of Cognitive Guided Instruction (CGI).
- Continued need for offering of integrated and designated professional development for English language development. For the high school levels, utilize LACOE training that integrates ELD strategies into the content areas.
- Increased access for students with disabilities through the implementation of co-teaching. Expanding student awareness and understanding among students of differences.

- Align with the, soon to be adopted, newly revised, Title III plan that ensures the accurate identification of multilingual learners, the provision of English language development programs, and the establishment of criteria for student reclassification.
- Align actions to work by MTSS Committee and recommendations from the Comprehensive Coordinated Early Intervention Services Plan.
- Increase awareness of CTE pathways. Include an increase in support and available programs.
- Assist 18-year-olds who have aged out of foster care status to ensure they still graduate and get support for college/career.
- Continue to ensure instructional materials that are designed for use by pupils and their teachers as a learning resource and help pupils to acquire facts, skills, or opinions or to develop cognitive processes. Instructional materials may be printed or non-printed, and may include textbooks, technology-based materials, other educational materials, and tests are made available.

**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.**

## Goal 2

Goal #	Description
2	Foster an environment of support, understanding, and emotional safety for students and all Educational Partners to increase student achievement.

### Measuring and Reporting Results

Metric	Baseline		Year 1 Outcome		Year 2 Outcome		Year 3 Outcome		Desired Outcome for 2023–24	
<b>Districtwide Attendance Rate</b>  Average percentage rate of student attendance	96.45%		91.31%		94.3%		93.6%		98.00%	
<b>Chronic Absenteeism</b>  Percentage of students in grades K-8 <sup>th</sup> grade who were absent 10% or more the school year.  Source: California School Dashboard		<b>2019-20</b>		<b>2020-21</b>		<b>2021-22</b>		<b>2022-23</b>		<b>2022-23</b>
	All Students	8.7%	All Students	11.5%	All Students	37.5%	All Students	28.6%	All Students	4.3%
	Low Income	8.9%	Low Income	12.5%	Low Income	38.5%	Low Income	28.9%	Low Income	4.4%
	English Learners	8.0%	English Learners	11.0%	English Learners	36.6%	English Learners	24.5%	English Learners	4.0%
	Foster Youth	10.0%	Foster Youth	13.2%	Foster Youth	30.8%	Foster Youth	29.6%	Foster Youth	5.0%
	Homeless	8.8%	Homeless	15.6%	Homeless	37.7%	Homeless	29.8%	Homeless	4.4%
	Students with Disabilities	12.0%	Students with Disabilities	14.2%	Students with Disabilities	45.0%	Students with Disabilities	35.5%	Students with Disabilities	6.0%

Metric	Baseline		Year 1 Outcome		Year 2 Outcome		Year 3 Outcome		Desired Outcome for 2023–24	
<b>Middle School Dropout Rate</b>  Percentage or number of students in 7 <sup>th</sup> and 8 <sup>th</sup> grades who dropped out of school  Source: CALPADS	Per CALPADS 0		Per CALPADS 0		Per CALPADS 0		Per CALPADS 0		0	
<b>High School Dropout Rate</b>  Percentage of students in the 4-year adjusted cohort who dropped out of high school  Source: CDE DataQuest		<b>2019-20</b>		<b>2020-21</b>		<b>2021-22</b>		<b>2022-23</b>		<b>2022-23</b>
	All Students	2.8% 29 out of 1,024	All Students	4.6% 34 out of 1,024	All Students	5.0% 51 out of 1,023	All Students	6.3% 56 out of 885	All Students	0%
	Low Income	2.7% 27 out of 1,007	Low Income	4.5% 31 out of 1,007	Low Income	4.8% 49 out of 1,014	Low Income	6.2% 55 out of 884	Low Income	0%
	English Learners	6.5% 8 out of 123	English Learners	7.9% 9 out of 123	English Learners	7.0% 8 out of 115	English Learners	21.9% 21 out of 96	English Learners	0%
	Homeless	2.8% 7 out of 250	Foster Youth	13.3% 2 out of 15	Homeless	7.1% 15 out of 211	Homeless	6.2% 55 out of 884	Homeless	0%
	Students with Disabilities	4.0% 5 out of 132	Homeless	6.7% 7 out of 250	Students with Disabilities	6.3% 10 out of 159	Students with Disabilities	7.9% 11 out of 139	Students with Disabilities	0%
			Students with Disabilities	6.9% 9 out of 149						
	Per CDE: Distance learning and hybrid virtual learning in place due to COVID 19. Care should be used when interpreting results.									

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

No substantive differences in planned actions and actual implementation.

**Successes:**

**Goal 2 Actions 1 and 2:** School psychologists, counselors, credentialed school nurses, health clerks, and Licensed Vocational Nurses (LVN) provided direct services to students. While the district's chronic absenteeism rate showed signs of improvement on the recent California School Dashboard, chronic absenteeism overall—students missing from the classroom 10% or more of the time—continues to be a persistent issue. It's important to note that shifting from COVID protocols to remembering a cough does not mean staying home.

**Goal 2 Actions 3 and 4:** Campus security aides, playground aides, noontime supervisors, and district crossing guards provided additional adults on school sites campuses for student safety and welfare. The addition of safety equipment, emergency supplies for classrooms, push bars on gates, and installation of Automatic External Defibrillators (AEDs) provided necessary resources.

**Goal 2 Action 5:** Supplemental home-to-school services provided unduplicated students access to school.

**Goal 2 Action 6:** Increased in the number of students taking advantage of student engagement opportunities.

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.

- **Goal 2 Action 2:** Suppliers could not guarantee filling orders or providing services.
- **Goal 2 Action 3:** Suppliers could not guarantee the filling of orders.
- **Goal 2 Action 4:** The district received one-time funding.
- **Goal 2 Action 5:** The district received home-to-school transportation funding.

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

**Data:**

The decline in chronic absenteeism for all students and all student groups is a significant success for the Baldwin Park Unified School District and a result of the collective effort of parents, teachers, administrators, and community members. Although we are not yet at pre-COVID-19 rates, the change of 9%, or 2,012 students identified as chronically absent compared to the previous year's 2,753, is a testament to our shared commitment.

**Student Survey Results:**

- When asked to respond to feeling safe at school, there was a noticeable decline among last year's fifth and eleventh graders and the current year's fifth and eleventh graders. Last year's seventh and ninth graders did not demonstrate as significant a difference as the current year's seventh and ninth graders.
- In response to their perceptions that there is a caring adult at their schools, there was a decrease among fifth and seventh graders and an increase among ninth and eleventh graders when comparing current-year data to previous-year results.

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.

- Provide availability of mental health agency services on school sites for students and families.
- Continue upgrading of school sites' public address and bell systems, including emergency alerts.
- Continue to increase or replenish emergency supplies for classrooms and schools.
- Encourage "See Something Say Something" with students, staff, and families.
- Continue to explore and provide training in "Other Means of Correction" strategies.
- Explore use of student focus groups at middle schools and high schools to gain greater insight in school safety perceptions.
- Align plans from other sources of funding with LCAP goals and actions.
  - Continuation of Positive Behavior Interventions and Supports. (PBIS) (Title IV Funding)
  - Continued implementation of Second Step, a social-emotional learning program. (Title IV Funding)
  - Continued expansion of Expanded Learning Opportunities Program (ELOP) before school, after school, and non-instructional days.

**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.**

### Goal 3

Goal #	Description
3	Promote a culture of collaboration by strengthening and increasing partnerships and effective communication systems amongst all stakeholders.

### Measuring and Reporting Results

Metric	Baseline		Year 1 Outcome		Year 2 Outcome		Year 3 Outcome		Desired Outcome for 2023–24																																																			
California Healthy Kids Survey	<table><tr><th>2018-19</th><th>%age</th></tr><tr><td>5<sup>th</sup></td><td>75%</td></tr><tr><td>7<sup>th</sup></td><td>63%</td></tr><tr><td>9<sup>th</sup></td><td>52%</td></tr><tr><td>11<sup>th</sup></td><td>54%</td></tr></table>		2018-19	%age	5 <sup>th</sup>	75%	7 <sup>th</sup>	63%	9 <sup>th</sup>	52%	11 <sup>th</sup>	54%																																																
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Metric	Baseline		Year 1 Outcome		Year 2 Outcome		Year 3 Outcome		Desired Outcome for 2023–24	
<b>Parent Meetings</b>  Total number of workshops, engagements, informational meetings for parents  Source: Parent Meeting Logs		2020-21		2022		2023		2024		2023-24
	Total # of Meetings	252	Total # of Meetings	546	Total # of Meetings	552	Total # of Meetings	557	Total # of Meetings	----
	Total Participants	13,292	Total Participants	9,953	Total Participants	6,965	Total Participants	11,243	Total Participants	----
	Average # Participants per Meeting	52.7	Average # participants per Meeting	18.23	Average # Participants per Meeting	12.61	Average # Participants per Meeting	20.18	Average # participants per Meeting	75
<b>Parent Survey</b>  Increase parent responses by 10% each year	Almost 1,000 Responses (Approximately 10% return rate)		566 Out of 5,900 Families  Utilizing Parent Square for the first time.		605 Participated		592 Participated		Not less than 50% responses	
<b>District Advisory Council Participation</b>  Parent representation at District Advisory Council Meetings  Source: Sign-in Sheets	80%  An average of 16 out of 20 schools represented at six districtwide meetings		80% Virtual		59.5% In person		64% In person		100%	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<b>District English Learner Advisory Committee Participation</b>  English learner Parent representation at District English Learner Advisory Committee Meetings  Source: Sign-in Sheets	73.6  An average of 14 out of 19 schools represented at the districtwide meetings	70% Virtual	59% Combination of virtual and in person	64% In person	100%

Goal 3 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.

No substantive differences in planned actions and actual implementation.

Successes:

**Goal 3 Action 1:** School community liaisons provided support at all sites as resources for low income students and families.

**Goal 3 Action 2:** To provide parents with multiple communication methods, various communication tools, including newsletters, online platforms, and dial-up messaging, were implemented.

**Goal 3 Action 3:** The district translator serves families whose primary language is Spanish or American Sign Language. Contracted services for other languages were available upon request.

**Goal 3 Action 4:** District-wide community engagement events were well attended throughout the school year.

**Goal 3 Action 5:** The district has over 650 “Category C” parents screened to provide volunteer services in the classroom or on field trips.

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.

- **Goal 3 Action 2:** Increased costs.
- **Goal 3 Action 5:** Lower costs.

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

Utilizing the CDE’s reflection tool for **Priority 3: Parent Engagement**, the district received ratings of full implementation or above in building relationships, building partnerships, and seeking input.

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.

During the 2023-2024 school year, district staff brought together a focus group of educational partners from families of unduplicated students to review **Local Indicator 3: Parent Engagement**. Valuable discussions and ideas were generated, and participants’ input was crucial in influencing ideas for strengthening parent engagement, communication, and activities.

Two focus areas for continuous improvement and building partnerships for positive student outcomes were identified. The first area is to increase services by providing families with information and resources to support student learning and development in the home. The second area is to increase opportunities for families, teachers, principals, and district administrators to collaborate in planning, designing, implementing, and evaluating family engagement activities at school and district levels. This collaborative approach underscores the shared responsibility and collective effort in shaping positive student outcomes.

**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.**



## Goal 4

Goal #	Description
4	The gap between foster youth and all students will decrease concerning graduation rate, suspension rate, chronic absenteeism rate, and academics.

### Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome		Year 3 Outcome		Desired Outcome for 2023–24
Graduation Rate (CA School Dashboard)	70.6% 12 out of 17	New goal developed during 2022-2023		<b>2021-22</b>		<b>2022-23</b>	Meet or exceed all students graduation rate.
			All Students	89.3%	All Students	91.7% High	
			Foster Youth	70.6%	Foster Youth	68.4% Low	
English Language Arts (CA School Dashboard)	-65.4 Distance from Standard	New goal developed during 2022-2023		<b>2021-22</b>		<b>2022-23</b>	Meet or be lower than all students Distance from Standard
			All Students	-28.1	All Students	-26.8	
			Foster Youth	-65.4	Foster Youth	-77	
Mathematics (CA School Dashboard)	-119.7 Distance from Standard	New goal developed during 2022-2023		<b>2021-22</b>		<b>2022-23</b>	Meet or be lower than all students Distance from Standard
			All Students	-76.4	All Students	-73.4	
			Foster Youth	-119.7	Foster Youth	-134.4	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24		
Suspension Rate (CA School Dashboard)	15.5% 22 out of 142	New goal developed during 2022-2023		<b>2022-23</b>	Meet or be lower than all students suspension rate.		
			All Students	3.9%		All Students	5.1% 553 out of 10,812
			Foster Youth	15.5%		Foster Youth	14.2% 18 students out of 127
Chronic Absenteeism K-8 (CA School Dashboard)	30.8% 668 out of 1,485	New goal developed during 2022-2023		<b>2021-22</b>	Meet or be lower than all students chronic absenteeism rate.		
			All Students	37.5%		All Students	28.6%
			Foster Youth	30.8%		Foster Youth	29.6%

Goal 4 Analysis

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

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

- **Goal 4 Action 1:** Decline in grad rate among foster youth from the previous year to the current year. In academics, foster youth demonstrated a greater average distance from the English language arts and mathematics standards. \*The average distance from the standard was also affected by the assignment of the LOSS penalty for testing less than 95% of the student group.
- **Goal 4 Action 2:** Actions resulted in a slight decline in the suspension rate among foster youth.
- **Goal 4 Action 3:** Emphasis by all staff resulted in a decline in chronic absenteeism rate among foster from the previous school year.

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

- No materials differences.

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

- Not a required separate goal for three- year LCAP. Specific actions included in other goals by student group.

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.

- Increase engagement opportunities with foster families and students.
- Continue to provide trauma-informed training for staff working directly with foster youth.
- Implement actions specifically for foster youth from North Park Continuation High School’s Equity Multiplier goal in the 2024-2025 LCAP.
- Assist 18-year-olds who have aged out of foster care status to ensure they still graduate and get support for college/career.

**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](mailto:LCFF@cde.ca.gov).*

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

**Goals and Actions**

**Goal(s)**

**Description:**

Copy and paste verbatim from the 2023–24 LCAP.

**Measuring and Reporting Results**

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

**Metric:**

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

**Baseline:**

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

**Year 1 Outcome:**

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

**Year 2 Outcome:**

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

**Year 3 Outcome:**

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

**Desired Outcome for 2023–24:**

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

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

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

**Goal Analysis**

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

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

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

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

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

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

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

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

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

# 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
Baldwin Park Unified	Noreen Iwai-Ito Senior Director of Support Services	Niwaiito397@bpusd.net 626-856-4617

## Plan Summary 2024-2025

### General Information

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

Baldwin Park Unified School District is located in the City of Baldwin Park, seventeen miles east of Los Angeles and five miles from the San Gabriel Mountains. The Heritage of Baldwin Park describes the location of the City of Baldwin Park as “surrounded on the north by the Santa Fe Dam and the City of Duarte, on the east by the City of Irwindale, the City of West Covina, and the City of La Puente on the south by the City of La Puente and the City of Bassett and on the west by the San Gabriel River and the City of El Monte. It is at the junction of the San Bernardino and 605 freeways.” As reported on the California School Dashboard, Baldwin Park Unified School District has a transitional kindergarten to twelfth-grade enrollment of 10,291, with 88.3% or 9,089 students socioeconomically disadvantaged, 20.6% or 2,121 students classified as English learners, 17.9% or 1,840 identified as students with disabilities, and 0.7% or 77 foster youth students. A large majority, 90% or 9,263 students, are Hispanic, with Asians being the next largest ethnic population at 6.5% or 666 students.

Looking ahead to 2024-2025, the District will be comprised of fifteen schools, including eight transitional kindergarten (TK) – 5th grade elementary schools, one 3rd – 8th grade STEM Academy, three 6th – 8th middle schools, two comprehensive high schools, one continuation high school, and one Adult Transition Program. We are also proud to offer an all-encompassing Early Childhood Education and Adult and Community Education programs, further enhancing our commitment to lifelong learning.

Baldwin Park Unified School District is dedicated to providing our students and families with a wide range of educational opportunities. These include a transitional kindergarten through 12th-grade Dual Language Program, the BP STEM Academy, Project Lead the Way (PLTW) that incorporates science, technology, engineering, and mathematics, AVID – Advancement Via Individual Determination for preparing students for college readiness and success, GATE – Gifted and Talented Education, Honors and Advance Placement (AP) courses, co-teaching that allows students with disabilities greater access and individualized instruction, and an extensive high school athletics programs. One of our most popular high school offerings is a dual enrollment program in partnership with Mt. SAC. This program empowers our students to earn college credits while still in high school, giving them a significant advantage in their higher education journey and setting them up for future success.

Learning goes beyond the classroom through After School and Safety-ASES and Expanded Learning Opportunities Programs. Programs (ELOP) before school, after-school, summer, or intersession offer various activities to foster personal growth and development. Students can join Chess Masters to enhance their strategic thinking, Cube Club to explore the world of puzzles, Comic Creators to unleash their creativity, Folkloric Dance to express themselves through movement, and Girls on the Run to promote physical fitness and teamwork. Students also participate in enriching off-site experiences like taking a tour of Dodger Stadium, attending an MLB Angels Game, touring the SoFi stadium tour, and exploring the undersea world at the Aquarium of the Pacific. Summer extended services incorporate cooking, creative writing, improving fine motor skills while learning to play a recorder, and experiencing dance and movement while boosting self-confidence and self-expression through dance.

For the 2022-2023 school year, based on outcomes reported on the California School Dashboard, fifteen schools in Baldwin Park Unified had the Additional Target Support

and Improvement (ATSI) designation and one school with the Comprehensive Support and Improvement (CSI) designation. For the 2023-2024 school year, North Park Continuation High School was designated ATSI, an improvement from past CSI designation. Based on California School Dashboard outcomes, Baldwin Park High, Sierra Vista High, Olive Middle, Sierra Vista Middle, and North Park Continuation High are designated ATSI. At the same time, ten schools exited the ATSI designation district-wide from last year.

New for 2024-2025 is the LCFF Equity Multiplier, which provides additional funding to local educational agencies (LEAs) for allocation to school sites with prior year non-stability rates greater than 25 percent and prior year socioeconomically disadvantaged pupil rates greater than 70 percent. In Baldwin Park Unified, North Park Continuation High will receive an additional \$389,939 and the Baldwin Park Unified Program will receive \$72,630.

Declining population is a city challenge. Based on current census projections, Baldwin Park's population is listed as 66,939 in 2024, in contrast to 71,971 in 2020, a decrease of -6.99% since the most recent census. The city's population is estimated to be declining at -1.84% annually. The District's challenge is the 20% enrollment drop between 2018 and 2022. Discussion of school closures has been happening since 2015. Understanding the topic of school closures is difficult; decisions had to be made to adjust current facility operations and address school consolidation and reorganization. "The closure of schools is a last resort in achieving programmatic and fiscal stability for our District, but it is sometimes necessary to ensure we can continue to provide the high-quality resources and programs that our students deserve."

## Reflections: Annual Performance

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

Schools within Local Educational Agency (LEA) that received the lowest performance level:

- Suspension Rate – BP STEM and Sierra Vista Middle School
- English Language Arts – Margaret Heath Elementary
- Mathematics – Charles D. Jones Middle School
- English Learner Progress Indicator – Tracy Elementary

Student groups within the Local Educational Agency (LEA) that received the lowest performance level:

- English Learners – Mathematics
- Foster Youth – English language arts, mathematics, Career College Indicator (CCI)
- Homeless – Mathematics
- Students with Disabilities – Mathematics and Career College Indicator (CCI)
- African American – Suspension rate
- White – English language arts and mathematics

Student group within a school within the Local Educational Agency (LEA) that received the lowest performance level:

- Margaret Heath Elementary
  - All students-ELA
  - English learners – Chronic absenteeism, ELA, mathematics
  - Socioeconomically disadvantaged-ELA
  - Students with disabilities-ELA, mathematics
  - Hispanic-ELA
- Tracy Elementary
  - English learners-ELA, English Learner Progress Indicator
- Vineland Elementary



English learners-ELA, mathematics  
Homeless-Chronic absenteeism  
Students with disabilities-ELA, mathematics  
Hispanic-Mathematics

- Walnut Elementary
  - Students with disabilities-ELA
- BP STEM
  - All students-Suspension rate
  - English learners-Suspension rate, ELA
  - Homeless-Suspension rate
  - Socioeconomically disadvantaged-Suspension rate
  - Hispanic-Suspension rate
- Charles D. Jones Middle School
  - All students-Mathematics
  - English learners-ELA, mathematics
  - Homeless-ELA, mathematics
  - Socioeconomically disadvantaged-Mathematics
  - Students with disabilities-ELA
  - Hispanic-Mathematics
- Olive Middle School
  - English learners-Mathematics
  - Students with disabilities-Suspension rate, ELA, mathematics
  - Hispanic-Mathematics
- Sierra Vista Middle
  - All students-Suspension rate
  - English learners-Suspension rate, ELA, mathematics
  - Socioeconomically disadvantaged-Suspension rate
  - Students with disabilities-Suspension rate, ELA, mathematics
  - Hispanic-Suspension rate
- Baldwin Park High
  - English learners-Suspension rate
  - Homeless-Suspension rate
  - Students with disabilities-Suspension rate, mathematics
- Sierra Vista High
  - Students with disabilities-Suspension rate, ELA, mathematics, college career indicator
  - Hispanic-Suspension rate
- North Park Continuation High
  - All students
  - Socioeconomically disadvantaged-Mathematics, college career indicator
  - Homeless-College career indicator
  - Students with disabilities-Suspension rate, college career indicator
  - Hispanic- College career indicator

The decline in chronic absenteeism for all students and all student groups is a significant success for the Baldwin Park Unified School District and a result of the collective effort of parents, teachers, administrators, and community members. Although we are not yet at pre-COVID-19 rates, the change of 9%, or 2,012 students identified as chronically absent compared to the previous year's 2,753, is a testament to our shared commitment.

The increase in graduation rates for all students, including English learners, homeless, socioeconomically disadvantaged, students with disabilities, and Hispanics, reflects our District's vision to "Ensure high achievement for ALL students." Despite the challenges, the class of 2022-2023 has achieved a rate of 91.70%, inching back to the pre-COVID-19 graduation rate of 94.1% for all students.

We are thrilled to announce that the current California Dashboard results show North Park Continuation High has successfully exited Comprehensive Support and Improvement (CSI) status, and ten schools within the district have exited ATSI designation. This is a significant achievement, with ten schools exiting the Additional Target Support and Improvement (ATSI) designation district-wide from last year, marking a positive trajectory for our district.

The challenges faced by Baldwin Park Unified School District are not unique, but rather, they are shared by many districts throughout California. Staff shortages, for instance, lead to vacancies, such as the need for paraprofessionals to assist Intervention Teachers on Special Assignments, thereby posing a challenge in reducing teacher-to-student intervention ratios. The lack of qualified substitutes to effectively implement and benefit from professional development opportunities is another common issue.

The impact of declining enrollments is not just a statistic but a tangible decrease in the availability of resources to our schools and, in some cases, even school closures.

While the district's chronic absenteeism rate showed signs of improvement on the recent California School Dashboard, chronic absenteeism overall—students missing from the classroom 10% or more of the time—continues to be a persistent issue. It's important to note that shifting from COVID protocols to remembering a cough does not mean staying home.

## Reflections: Technical Assistance

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

Baldwin Park Unified School District was identified for Differentiated Assistance based on the 2023 California School Dashboard lowest ratings for foster youth, students with disabilities, and white student groups in English language arts and mathematics (Priority 4) and African American student group in suspension rate (Priority 6). In addition, foster youth and students with disabilities student groups in College Career Indicator (Priority 8) identified for Differentiated Assistance.

Baldwin Park Unified School District has been working closely with the Los Angeles County Office of Education and Coordinator of the Center for District Capacity Building, Dr. Sunghie Okino, as part of receiving technical assistance since 2022. Meetings focus on foster youth and students with disabilities, available LACOE resources, and supports, and the district's engagement in data analysis and the development of actions based on the analysis.

In the Summer of 2023, we had the pleasure of hosting Los Angeles County Office Project Director III Evan Bartelheim and Coordinator III Dr. Hillary Weissman, who presented a comprehensive session on 'Accountability and Data Literacy: From Data Use to Data Culture.' This session was designed to enhance our understanding of key elements of an effective school data culture, engage school teams in data discussions, and build leaders' capacity in using the California Educator Reporting System. We also explored effective strategies for communicating data to staff, parents, students, and educational partners.

In March 2024, a District team attended the 2024 LACOE Differentiated Assistance Convening Program in Pasadena. Assistance included data analysis, addressing the chronic absenteeism crisis, Universal Design for Learning and Access for Students with Disabilities, connecting Differentiated Assistance with the Local Control and Accountability Plan, and time for team collaboration.

The Student Achievement Division meets monthly with site administrators. The agendas included analyzing student group performances as reported on the California School Dashboard. District staff and principals worked in teams to understand results and learn protocols for working with school teams to set targets on School Plans for Student Achievement that align with priorities set in the District's Local Control and Accountability Plan.

## 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.

Does Not Apply

### ***Support for Identified Schools***

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

### ***Monitoring and Evaluating Effectiveness***

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

## Engaging Educational Partners

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

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

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

Educational Partner(s)	Process for Engagement
District School Leadership Team	<p>The District School Leadership Team (DSLTT) is a collaborative leadership team of educational partners representing teachers and classified local bargaining units, principals, administrators, and other school personnel. This committee is responsible for the overall LCAP. On June 11, 2024, a public hearing, a transparent process, was held. The public was notified of the hearing through various avenues:</p> <ol style="list-style-type: none"> <li>1. Publishing the board agenda</li> <li>2. Public hearing notices posted at all regular posting sites</li> <li>3. Notice in the local newspaper completed by the Los Angeles County Office of Education</li> </ol> <p>At its regular meeting on June 25, 2024, the governing board adopted the Local Control and Accountability Plan and the budget.</p>
District Advisory Council	<p>The BPUSD District Advisory Council (DAC) is a committee of educational partners, with parent representatives from each school site. State law requires the formation of the DAC, and the group's specific functions include providing the district feedback on program implementation and acting as a bridge between School Site Councils (SSC) and the District. The District seeks input on the Local Control and Accountability Plan, District Parent and Family Engagement Policy, and the Consolidated Application for state and federal categorical programs, to name a few. It is crucial to note that students, as key stakeholders, serve on middle and high schools' School Site Councils, ensuring their voices are heard and their perspectives are considered in our educational decisions. On May 29, 2024, Dr. Froilan Mendoza, Superintendent, presented the Local Control and Accountability Plan to the District Advisory Committee. On May 29, 2024, at 9:00 AM, Dr. Froilan Mendoza, Superintendent, presented the Local Control and Accountability Plan to the District Advisory Committee. No comments required written responses.</p>
District English Learner Advisory Committee	<p>Baldwin Park Unified School District is a public school with 51 or more English learners. This being said, the District must constitute a District English Learner Advisory Committee (DELAC). The DELAC comprises educational partners, our parents of English learners, from each of our school sites, except North Park Continuation High School. The DELAC is responsible for the development of a district master plan for education programs and services for English learners, conducting a district-wide needs assessment on a school-by-school basis, establishing a district program, goals, and objectives for programs and services for English learners, and reviewing and commenting on the school district reclassification procedures. School site DELAC representatives serve as a link to school site English Learner Advisory Committees (ELAC). If the DELAC acts as the English learner parent advisory committee under California Education Code Sections 52063(b)(1) and 52062(a)(2), the DELAC shall also review and comment on the development or annual update of the Local Control and Accountability Plan (LCAP). On May 29, 2024, at 10:00 AM, Dr. Froilan Mendoza, Superintendent, presented the Local Control and Accountability Plan to the District Advisory Committee. No comments required written responses.</p>
Special Education Local Plan Administrator(s)	<p>Baldwin Park Unified School District is an East San Gabriel Valley SELPA member. This large multi-LEA consortium works collaboratively to provide a vast array of high-quality services and support for students with special needs, from birth to 22. Along with the District, the SELPA's focus is on promoting success and well-being as each student prepares for their unique future. Superintendent, Dr. Froilan Mendoza is an active member of the SELPA's Superintendents Council and attends five area meetings each school year. In addition, on May 20, 2024, the Executive Director of the SELPA, Dr. Scott Turner, joined the District School Leadership Team (DSLTT) to provide an overview and insight on inclusion in the Local Control and Accountability Plan (LCAP) of actions for individuals with exceptional needs.</p>
Parent Focus Group	<p>For the 2023-2024 school year, a district staff brought together a focus group of educational partners from families of unduplicated students to review Local Indicator 3: Parent Engagement. Valuable discussion and ideas were generated, and input was provided to influence ideas for strengthening parent engagement communication and activities.</p>
Parents and Students	<p>In addition to parents and students serving on school advisory committees, parents and students participated in the California Healthy Kids Survey. District staff increased communication with stakeholders on the importance of participating in the survey. A page on the district website provided:</p> <ul style="list-style-type: none"> <li>• An overview of the survey.</li> <li>• Copies of the surveys for parents to review.</li> </ul>

	<ul style="list-style-type: none"> <li>• Reports from last year's surveys.</li> </ul>
North Park Continuation High (Equity Multiplier Funds)	District staff met with the North Park Continuation High Leadership Team to congratulate the school for their efforts to ensure existing Comprehensive Support and Intervention (CSI), provide an overview of the new "Equity Multiplier, and develop the required focus goal for North Park Continuation High. An Equity Multiplier overview was provided, California School Dashboard data was reviewed, and a collaborative discussion on the needs of North Park Continuations students. District support will continue throughout the 2024-2025 school year.

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

<p>The District School Leadership Team (DSLTL), a collaborative body that meets six times yearly, includes cabinet members, representatives from bargaining units, and Student Achievement and Support Services directors. Together, we analyze student outcomes and reflect on supports offered through our Local Control and Accountability Plan, review parent surveys and California Healthy Kids Survey results, and meet with the Special Education SELPA Director. For the 2023-2024 school year, the DSLTL was pivotal in setting 3-year targets for the Local Control and Accountability Plan. Our meetings foster rich discussions that provide valuable staff feedback, shaping the development of the Local Control Accountability Plan. Three areas we've influenced are specific actions for foster youth, efforts to increase the number of students A-G compliant, and strategies for increasing Local Indicators.</p> <p>Actions for Goal 3 were influenced through collaborative stakeholder discussions. In a focus group exercise, the district, in partnership with various stakeholders, identified two focus areas for improvement and building partnerships for positive student outcomes. The first area is to increase services by providing families with information and resources to support student learning and development in the home. The second area is to increase opportunities for families, teachers, principals, and district administrators to collaborate in planning, designing, implementing, and evaluating family engagement activities at school and district levels. This collaborative approach underscores the shared responsibility and collective effort in shaping positive student outcomes.</p> <p>The North Park Continuation Leadership Team, educational partners from an Equity Multiplier school, met with district staff to develop Goal 4. Site team members learned about Equity Multiplier's background and requirements, reviewed the school's CA School Dashboard data, and discussed options to meet the needs of identified student groups. Understanding the crucial role of social services support, the site team members emphasized the need for individualized or small-group crisis intervention for students. They then elaborated and prioritized actions for the plan, recognizing the importance of each step for ensuring student success.</p> <p>The Local Control and Accountability Plan (LCAP) District School Leadership Team (DSLTL) worked on Goal 5, the Equity Multiplier Goal for the Baldwin Park Unified School District. Specific actions and targets were established.</p>
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# Goals and Actions

## Goal

Goal #	Description	Type of Goal
1	Maintain a framework for 21st Century Learning that prepares students with the relevant skills and knowledge to be college and career-ready.	Broad Goal
State priorities address by this goal.		
1, 2, 4, 7, 8		
An explanation of why the LEA has developed this goal.		

Goal 1 is intricately woven with Baldwin Park Unified School District's vision statement, "Ensure High Achievement for ALL Learners." Baldwin Park Unified's mission statement is the focus that, ultimately, we strive for all students to graduate prepared to and succeed in postsecondary opportunities—whether college or career—without the need for remediation. To be college and career-ready, students must graduate with the knowledge, skills, and dispositions necessary to succeed. Skills include self-management, self-awareness, interpersonal skills, collaboration, communication, creativity, and problem-solving.

Careful analysis of CA School Dashboard data reveals outcomes for student groups and the “why” the District developed this goal. For English-language arts, all students are a – 26.8 average distance from the standard. Two student groups increased significantly: African American students, with a -22.9 average distance from the standard, and Filipino students, considered high, with a 42.3 average distance above the standard. Students with disabilities increased with a -103.3 average distance from the standard or 3.9-point improvement.

English learners declined an average of 7.7 points and homeless declined a significant 18.9 points.

Two student groups whose change levels are considered "maintained" are socioeconomically disadvantaged, with a -29.7 average distance from the standard, and Hispanic, with a -33.2 average distance from the standard, or a gain of 1.3 points.

Two student groups are considered the very lowest: foster youth, with an average distance from the standard of -77, and white, with an average distance from the standard of -85.4—a loss of 28.9 points. However, the decline in foster youth was primarily due to a new “loss penalty” added to the distance from the standard for participation rate being below 95%. Four “loss penalty scores” were added to the actual results. Similarly, one “loss penalty score” was added to the white student group again for falling below the 95% participation rate below 95%.

For mathematics, three student groups demonstrated an increase between 2022 and 2023 results. All student groups slightly increased by 3 points to a -73.4 distance from the standard. Socioeconomically disadvantaged, a 4.4-point increase or a -76.4 distance from the standard. Asian student group demonstrated a more significant increase of 10.2 points or 35.9 points above the standard. Filipino student group status is labeled as increased significantly with a gain of 16.1 points or 4.7 points distance from the standard.

Five student groups are considered very low. English learners and students with disabilities changed their levels and were classified as maintained. English learners only had a 2.4-point change, which is a -99.5 distance from the standard, and students with disabilities had a 0.5 change, which is a -139.6 distance from the standard.

Homeless and foster youth student groups considered very low, demonstrated declines. Homeless declined 8.2 points or a -95.6 distance from the standard. Foster youth declined 12.5 points. Foster youth -134.4 distance from the standard outcome was affected by a new “loss penalty” added to the distance from the standard for participation rate below 95%. Three “loss penalty scores” were added to the actual results. White declined a significant 16.1 points and is now -117.5 distance from the standard.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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1	<p>CDE Teacher Misassignment Report</p> <p>Source: Prior year's CalSAAS Detail Report</p>	<p>2022-2023 Teacher Misassignment Report</p> <p>1%</p>			<p>CDE Teacher Misassignment Report</p> <p>100% of teachers are appropriately assigned and fully credentialed.</p>	
2	<p>Williams' Instructional Materials Report</p> <p>The rating can be either sufficient or insufficient.</p> <p>Source: Los Angeles County Office of Education Williams' Instructional Materials Visitation Report</p>	<p>2023-2024 Williams' Instructional Materials Report of Monitored School(s) rated "sufficient."</p>			<p>Williams' Instructional Materials Report</p> <p>Monitored school(s) rated "sufficient."</p>	

3	<p>Williams' Facilities Inspection Tool (FIT) Report</p> <p>The rating can be exemplary, good, fair, or poor.</p> <p>Source: Los Angeles County Office of Education Williams' Facilities Inspection Tool (FIT) Report</p>	<p>2023-2024 Williams' Facilities Inspection Tool (FIT) Report of Monitored School(s) rated "good" with an overall rating of 98.78%.</p>			<p>Williams' Facilities Inspection Tool (FIT) Report</p> <p>Monitored school(s) rated "exemplary" with an overall rating of 99% or better.</p>	
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4	<p>CA School Dashboard English Language Arts (ELA) Academic Indicator</p> <p>Distance from Standard (DFS)</p> <p>Includes results from both Smarter Balanced (SBAC) ELA Summative Assessment and CA Alternate Assessment (CAA) in Grades 3-8 and 11.</p> <p>Source: caschooldashboard.org</p>	<p>2023 CA School Dashboard English Language Arts (ELA) Academic Indicator</p> <p>All Students = -26.8 English Learners = -68.8 Long-term English Learners = TBD Foster Youth = -77 Homeless = -45.7 Socioeconomically Disadvantaged = -29.7 Students with Disabilities = -103.3 African American = -22.9 Asian = 56.6 Hispanic = -33.2 White = -85.4</p>			<p>2026 CA School Dashboard English Language Arts (ELA) Academic Indicator</p> <p>All Students = 7 English Learners = -38.8 Long-term English Learners = TBD Foster Youth = -17 Homeless = -4.8 Socioeconomically Disadvantaged = 3 Students with Disabilities = -73.3 African American = 8 Asian = 70.0 Hispanic = 5 White = -55.4</p>	
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5	<p>CA School Dashboard Mathematics Academic Indicator</p> <p>Distance from Standard (DFS)</p> <p>Includes results from both Smarter Balanced (SBAC) Mathematics Summative Assessment and CA Alternate Assessment (CAA) in Grades 3-8 and 11.</p> <p>Source: caschooldashbo ard.org</p>	<p>2023 CA School Dashboard Mathematics Academic Indicator</p> <p>All Students = -73.4 English Learners = -99.5 Long-term English Learners = TBD Foster Youth = -134.4 Homeless = -95.6 Socioeconomically Disadvantaged = -76.4 Students with Disabilities = -139.6 African American = -116.4 Asian = 35.9 Hispanic = -81.5 White = -117.5</p>			<p>2026 CA School Dashboard Mathematics Academic Indicator</p> <p>All Students = -43.4 English Learners = -62.5 Long-term English Learners = TBD Foster Youth = -92.4 Homeless = -66.4 Socioeconomically Disadvantaged = -56.4 Students with Disabilities = -119.6 African American = -76.4 Asian = 55.9 Hispanic = -51.5 White = -87.5</p>	
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6	<p>California Assessment of Student Performance and Progress (CAASPP)</p> <p>Percentage of Standard Met and Exceeded</p> <p>Includes results from California Science Test (CAST) in Grades 5,8, and once in high school.</p> <p>Source: <a href="http://dq.cde.ca.gov/dataquest">dq.cde.ca.gov/dataquest</a></p>	<p>2023 California Assessment of Student Performance and Progress (CAASPP) California Science Test (CAST) in Grades 5, 8, and once in high school.</p> <p>All Students = 22.28% English Learners = 1.84% or 34/272 Long-term English Learners = TBD Foster Youth = 0.0% or 0/11 Homeless = 14.46% or 20/159 Socioeconomically Disadvantaged = 21.18% or 310/2423 Students with Disabilities = 4.28% or 53/420 African American = 15.38% or 1/13 Asian = 60.74% or 20/163 Hispanic = 19.53% or 323/2520 White = 11.11% or 3/27</p>			<p>2026 California Assessment of Student Performance and Progress (CAASPP) California Science Test (CAST) in Grades 5,8, and once in high school.</p> <p>All Students = 28.28% English Learners = 8% Long-term English Learners = TBD Foster Youth = 8% Homeless = 20.46% Socioeconomically Disadvantaged = 27.18% Students with Disabilities = 10% African American = 21.38% Asian = 65% Hispanic = 25.53% White = 18%</p>	
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7	<p>CA School Dashboard Additional Reports</p> <p>Percentage of graduating students that met UC/CSU requirements.</p> <p>Source: caschooldashbo ard.org</p>	<p>2023 CA School Dashboard Percentage of graduating students that met UC/CSU requirements.</p> <p>All Students = 37.0% or 33/909 English Learners = 21.0% or 21/100 Long-term English Learners = TBD Foster Youth = 5.3% or 1/19 Homeless = 30.9% or 64/207 Socioeconomically Disadvantaged = 37.0% or 332/898 Students with Disabilities = 9.3% or 14/151 African American = 7.1% or 1/14 Asian = 72.1% or 44/61 Hispanic = 34.2% or 275/805 White = Data Not Available</p>			<p>2026 CA School Dashboard Percentage of graduating students that met UC/CSU requirements.</p> <p>All Students = 46% English Learners = 30% Long-term English Learners = TBD Foster Youth = 15% Homeless = 40% Socioeconomically Disadvantaged = 46% Students with Disabilities = 20% African American = 20% Asian = 81% Hispanic = 44% White = TBD</p> <p>*Possible update once CDE publishes performance indicators for CA School Dashboard.</p>	
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8	<p>CA School Dashboard Additional Reports</p> <p>Percentage Completed at Least One CTE Pathway</p> <p>Represents percentage of students in the combined four- and five-year graduation rate by student group who completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.</p> <p>Source: caschooldashbo ard.org</p> <p>Completed at Least One Career Technical Education (CTE) Pathway</p>	<p>2023 CA School Dashboard Percentage Completed at Least One CTE Pathway</p> <p>All Students = 18.0% or 164/909 English Learners = 7.0% or 7/100 Long-term English Learners = TBD Foster Youth = 10.5% or 2/19 Homeless = 15.9% or 33/207 Socioeconomically Disadvantaged = 18.0% or 162/898 Students with Disabilities = 12.6% or 19/151 African American = 14.3% or 2/14 Asian = 26.2% or 16/61 Hispanic = 17.6% or 142/805 White = Data Not Available</p>			<p>2026 CA School Dashboard Percentage Completed at Least One CTE Pathway</p> <p>All Students = 24% English Learners = 13% Long-term English Learners = TBD Foster Youth = 17% Homeless = 22% Socioeconomically Disadvantaged = 24% Students with Disabilities = 18% African American = 20% Asian = 32% Hispanic = 23% White = TBD</p>	
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9	<p>CA School Dashboard English Learner Progress Indicator</p> <p>ELPI Status rate reflects the percentage of ELs who moved up at least one ELPI level or maintained the ELP criterion.</p> <p>Source: <a href="http://caschooldashboard.org">caschooldashboard.org</a></p>	<p>2023 CA School Dashboard English Learner Progress Indicator</p> <p>Current Status Level: Medium</p> <p>Rate: 50%</p>			<p>2026 CA School Dashboard English Learner Progress Indicator</p> <p>Current Status Level: High</p> <p>Rate: 56%</p>	
10	<p>CDE DataQuest Long-Term English Learners 6+ Years</p> <p>Number of English learners that have been classified as Long-Term ELs for 6+ years.</p> <p>Source: <a href="http://dq.cde.ca.gov/dataquest">dq.cde.ca.gov/dataquest</a></p>	<p>2023 CDE DataQuest Long-Term English Learners 6+ Years</p> <p>6th Graders = 53 7th Graders = 49 8th Graders = 26 9th Graders = 36 10th Graders = 49 11th Graders = 31 12th Graders = 41</p>			<p>2026 CDE DataQuest Long-Term English Learners 6+ Years</p> <p>6th Graders = 43 7th Graders = 39 8th Graders = 16 9th Graders = 26 10th Graders = 39 11th Graders = 21 12th Graders = 31</p>	

11	<p>College Board Advanced Placement Exams</p> <p>Percentage of students who received a score of 3 or higher.</p> <p>Source: apstudents.collegeboard.org</p>	<p>2023 College Board Advanced Placement Exams</p> <p>56% of Advanced Placement Exams administered received a score of 3 or higher</p> <p>341/604</p>			<p>2026 College Board Advanced Placement Exams</p> <p>70% of Advanced Placement Exams administered received a score of 3 or higher</p>	
12	<p>CA School Dashboard College Career Indicator</p> <p>Represents the percentage of high school graduates who are prepared for college or a career.</p> <p>Source: caschooldashboard.org</p>	<p>2023 CA School Dashboard College Career Indicator</p> <p>All Students = 34.6% English Learners = 11.2% Long-term English Learners = TBD Foster Youth = 5.3% Homeless = 27.2% Socioeconomically Disadvantaged = 34.6% Students with Disabilities = 6.8% African American = 7.1% Asian = 70.5% Hispanic = 32.0% White = Data Not Available</p>			<p>2026 CA School Dashboard College Career Indicator</p> <p>All Students = 38% English Learners = 20% Long-term English Learners = TBD Foster Youth = 15% Homeless = 36% Socioeconomically Disadvantaged = 43% Students with Disabilities = 16% African American = 17% Asian = 75% Hispanic = 41% White = TBD</p> <p>*Possible update once CDE publishes performance indicators for CA School Dashboard.</p>	

## Goal Analysis for 2024-2025

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

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

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Staff to Support Academic Achievement	<p>Baldwin Park Unified School District's English learners, foster youth, homeless, student with disabilities, and white have most significant cause for continued academic growth according to the most current state and local assessments indicating a need for academic support for students. To continue to provide increased support, BPUSD will provide:</p> <ul style="list-style-type: none"><li>• Fifteen Curriculum Technology &amp; Intervention Coaches (CTI-C) will provide direct services to the staff and students by planning and implementing ongoing training and support. CTI coaches are trained in collaborative lesson studies to enhance coaching skills, aim to share best practices and promote continuous improvement in teaching and learning.</li><li>• Five Teachers on Special Assignment (ToSAs) to support school site Curriculum Technology &amp; Intervention Coaches (CTI-Cs) through the integration of technology, planning, and implementation of lessons that differentiate instruction, especially for identified student groups: English learners, foster youth, homeless, student with disabilities, and white. Student progress throughout the year toward mastery of the skills measured by interim and summative assessments and implementation of school-based intervention programs such as i-Ready.</li><li>• Two Student Achievement Directors will ensure the academic, social, and behavioral support for unduplicated students, instructional support for teachers, data disaggregation, and program evaluation. Student Achievement Directors will support administrators as instructional leaders at their school sites. The directors' principal responsibility is to administrate instructional direction to</li></ul>	\$12,658,486.00	Yes



		<p>increase student achievement for identified student groups through implementing standards, developing pacing guides, collecting and analyzing data from formative and summative assessments, and accountability.</p> <ul style="list-style-type: none"> <li>• Other Student Achievement Division staff with the principal responsibility to administrate instructional direction, ensure the academic, social, and behavioral support for unduplicated students, and provide instructional support for teachers, data disaggregation, and program evaluation.</li> <li>• Additional teachers above the base lower the student-to-teacher ratio to provide low-income students, English learners, and foster youth with the opportunity for increased teacher-student engagement, teachers with the opportunity to observe and assess the class as a whole and the students as individuals, and teachers with the opportunity to tailor instruction to meet the needs of at-promise students.</li> <li>• Provide attract and retain long-term substitutes for struggling unduplicated students to provide stability.</li> <li>• Fifteen Intervention Teachers on Special Assignment to provide Multi-Tiered System of Support (MTSS) Tier 2 and Tier 3 intervention sessions to struggling students.</li> </ul>		
2	Paraprofessional and Classified Staff to Support Identified Student Groups	<p>Paraprofessional support for unduplicated students to support and monitor the academic and social-emotional progress of unduplicated students. Para professionals provide instructional support to teachers by assisting students in understanding and learning different subjects like math, science, English, and social studies.</p> <ul style="list-style-type: none"> <li>• Instructional aides to provide support and reinforcement to classroom instruction through individualized/small group instruction to low-income English learners and foster youth.</li> <li>• Bilingual instructional aides to support and monitor English learners' academic achievement, reading comprehension, and learning progress.</li> <li>• Fifteen paraprofessionals working alongside Intervention Teachers on Special Assignments (ToSAs) to increase Tier 2 and Tier 3 support for identified students.</li> <li>• English Learner Program Aides (ELPAs) support the English learner by assisting in administering and scoring assessments and providing the classroom teacher with accurate and timely information to best meet the learner's needs.</li> <li>• Library aides or library tech at each site to support the library used by low income, English learners and foster youth. Library aides and techs aid in book selection, book maintenance, and upkeep of an overall positive library environment.</li> </ul>	\$2,770,473.00	Yes
3	Actions Above the Base to Support Implementation of State Standards	<p>Baldwin Park Unified School District utilizes professional development opportunities and curriculum committees to support the implementation of state standards. Our commitment to continual improvement is a cornerstone of the educational program, aligning with the District's mission and vision statements. Actions may include, but are not limited to:</p> <ul style="list-style-type: none"> <li>• Review program assessment reports in respective academic areas.</li> <li>• Assessing the needs of unduplicated students based on data analysis.</li> <li>• Developing classroom curriculum.</li> <li>• Reviewing recommendations for changes in curriculum and/or primary learning materials such as pacing guides, benchmark assessments, and assessment schedules.</li> <li>• Evaluating instructional materials and programs.</li> <li>• Planning and implementing professional development.</li> <li>• Calibrating student work samples.</li> </ul> <p>The professional learning opportunities and work of curriculum committees are primarily directed</p>	\$2,576,713.00	Yes

		toward the identified student groups, with a special focus on unduplicated students in the identified areas. This ensures that we are continually improving .		
4	Professional Learning and Related Materials to Support Implementation of State Standards and Increasing Content Knowledge and Cultural Relevance	<p>Baldwin Park Unified School District will continue to meet the needs of the unduplicated population by providing professional development opportunities. Studies to include, but not be limited to:</p> <ul style="list-style-type: none"> <li>• Increase professional knowledge, competence, skills, and effectiveness</li> <li>• Same subject meetings</li> <li>• Vertical articulation</li> <li>• Data analysis</li> <li>• The Science of Reading</li> <li>• Literacy, reading and writing, workshops</li> <li>• Mathematics support and resources</li> <li>• Mitigating learning loss</li> <li>• De-escalation and behavioral management strategies</li> <li>• Intervention support for identified subgroups</li> <li>• Best practices for English learners</li> <li>• Next Generation Science Standards</li> <li>• CSEA Paraprofessional Training</li> </ul> <p>Professional development opportunities available for certificated, classified, administrative and support staff. Funding to be used towards, but not limited to registration fees and related costs, teacher hourly, classified hourly, teacher pay, substitute pay, consultants, and related materials.</p>	\$1,257,639.00	Yes
5	Science, Technology, Engineering, and Math Integration	<p>According to the California Department of Education, “To be successful, California’s efforts to improve schools and raise student achievement must include advancing our students’ understanding of STEM: science, technology, engineering, and mathematics. Through STEM education, students learn to become problem solvers, innovators, creators, and collaborators and go on to fill the critical pipeline of engineers, scientists, and innovators so essential to the future of California and the nation.”</p> <p>STEM Academy: Recent studies have shown that low-income students are entering STEM programs at a much lower rate than their high-income counterparts. Baldwin Park Unified School District is committed to the development of a STEM Academy dedicated to providing low-income students equitable access to their high-income counterparts.</p> <p>Project Lead the Way (PLTW): PLTW will provide students opportunities to discover and explore interests, imagine and design solutions to real-world challenges, and become independent, confident problem solvers. The program provided unduplicated pupils with opportunities they may not necessarily have made available to them.</p>	\$1,100,544.00	Yes
6	Differentiated Support and Program Options for Advanced Learning	<p>Baldwin Park Unified School District, dedicated to “Ensuring High Achievement for ALL Learners,” through differentiated support and program options, low-income students can participate in academically aligned education for advanced students, learn skills needed in their careers and lives, meet their social and emotional needs, and keep them engaged in school so they don’t drop out. Advanced program opportunities include, but are not limited to:</p> <ul style="list-style-type: none"> <li>• Dual Language Program to support language acquisition and promote biliteracy.</li> <li>• Gifted and Talented Education Program to provide unduplicated population enrichment</li> </ul>	\$307,515.00	Yes

		<p>opportunities.</p> <ul style="list-style-type: none"> <li>• Honors and Advanced Placement courses to offer low income students rigor and preparation for college.</li> </ul>		
7	Equitable Access and Opportunities of Support for All Students to Achieve	<p>Baldwin Park Unified School District works to ensure equity for students by recognizing, respecting, and attending to their diverse strengths and challenges.</p> <p>Alternative educational programs are separate from the mainstream educational program or system and are designed especially for students with academic or behavioral difficulties, such as struggling low-income students, English learners, or foster youth.</p> <p>The Baldwin Park Unified School District is committed to providing comprehensive support for the unduplicated population. Our programs and resources offer a wide range of opportunities, ensuring that every student's educational journey is well-supported and guided. Opportunities may include, but are not limited to:</p> <ul style="list-style-type: none"> <li>• Digital Learning and Beyond (DLAB) at Vineland and Baldwin Park High</li> <li>• Saturday School</li> <li>• ASAP and ACT programs at the high schools</li> <li>• Intervention, study skills, and reconnecting youth programs</li> <li>• High school and North Park summer school for credit deficient students at-risk of not graduating</li> <li>• Online credit recovery courses for low-income credit deficient students</li> </ul>	\$8,073,141.00	Yes
8	Increasing College/Career Readiness	<p>Baldwin Park Unified School District's vision is for all students to be prepared for university or other institutions of higher education and/or any post-secondary options of their choice. The district will continue to offer unduplicated student group resources that are aligned with increasing college career readiness.</p> <ul style="list-style-type: none"> <li>• Expository Reading and Writing Curriculum (ERWC), a college preparatory, rhetoric-based English language arts course for grades 11 and 12 designed to develop academic literacy. The availability of the course allows students one more chance to be exempt from Cal State and CSU entry requirements.</li> <li>• Dual enrollment courses are offered through a partnership with Mt. San Antonio College, where students can take the class for free on the high school campus during their school day or after school and earn concurrent high school and college credit. Passing the class during high school guarantees they can skip entry-level courses during college. Dual enrollment courses allow students to earn college credit while in high school.</li> <li>• Advancement Via Individual Determination (AVID) provides unduplicated pupils with instruction in the skills needed to be successful in college. The program emphasizes critical thinking, teamwork, organization, and reading skills. College students provide tutorials twice weekly.</li> <li>• Twenty-one counselors will continue to provide academic guidance and support for unduplicated students, including low-income, English learners, and foster youth. Their efforts are aimed at helping these students meet A-G requirements and ensure college and career readiness. The program's success is measured by the outcomes of better-prepared students with more postsecondary options. Support for low income, English learners, foster youth, homeless, and students with disabilities will include conferencing, college campus visits, college and career awareness activities, summer school registration, scholarship assistance, and prioritization of homeless and foster youth in registration and credit recovery. Additional support includes planning for college and career transitions.</li> </ul>	\$4,381,122.00	Yes

9	Career and Technical Education Pathways and Programs	<p>Baldwin Park Unified School District's mission is to ensure all students are well-prepared for post-secondary education and careers through aligned pathway experiences that provide work-based learning opportunities. Unduplicated student groups, such as low income, English learners, and foster youth, along with students with disabilities identified as the lowest status for the College Career Indicator, will benefit from these aligned pathways and Regional Occupation Program services, reaffirming our commitment to their success.</p> <p>Career and Technical Education (CTE) offers students the opportunity to explore a variety of career pathways, begin training in a specific field, and develop essential skills that are directly applicable to their future employment and postsecondary study. CTE pathways, such as Architecture Design, Digital Arts, Engineering, Information on Technology, Photography, Sports Medicine, Video Production, and Web Design, are designed to equip students with the skills and knowledge they need to succeed in their chosen fields.</p> <p>In cooperation with the local business community, the Regional Occupation Program (ROP) prepares students for work by providing youth with marketable skills, work ethics, and job training to build and keep a career—contribution to ROP to provide unduplicated students and students with disabilities with a broad range of courses. ROP courses include, but are not limited to, Automotive, Childhood Development – Early Childhood, and Sports Physical Therapy. In addition, low-income students will be provided access to the necessary services not allowed by ROP.</p>	\$1,314,732.00	Yes
10	Standards Aligned Supplemental Instructional Materials and Support	<p>All students will have access to standards-aligned instructional materials and textbooks. Low-income and foster youth students will have access above the base to the necessary instructional materials and support, which will be equitable to their higher-income counterparts. School sites will receive funding to provide instructional materials, which includes paper and document reprographics leases for instructional use, school library materials, and resources.</p> <p>Other resources will be provided, focusing on supporting the learning of student groups with the lowest status on California School Dashboard indicators.</p>	\$778,602.00	Yes
11	Increasing Student Access to State Standards	<p>Co-teaching in English-language arts and mathematics at the secondary level provides low income students, English learners, foster youth, and students with disabilities with increased learning options. Co-teaching is when two educators work together to plan, organize, instruct, and assess the same group of students sharing the same classroom.</p> <p>For low-income students, there are increased opportunities for exposure to learning concepts.</p> <p>Increased student engagement time for English learners breaks down language barriers, thus increasing student participation.</p> <p>The benefits of a reduced student/teacher ratio, increased instructional options for all students, and diversity of instructional styles are especially beneficial for low-income students, English learners, homeless, and foster youth student groups.</p> <p>For students with disabilities, especially in the lowest status area of mathematics, the benefits include increased self-confidence and self-esteem, enhanced academic performance, increased social skills, and stronger peer relations.</p>	\$2,140,896.00	Yes

12	Staff to Support Technology Integration with Teaching and Learning	<p>Given the increasing reliance on digital technologies like internet platforms, social media, and mobile devices, digital literacy is a necessity for all. Baldwin Park Unified School District's low income, English learners and foster youth have the most significant cause for striving for digital literacy. To continue to provide increased support, BPUSD will staff include:</p> <ul style="list-style-type: none"> <li>• An ETS Director/Chief Technology Officer to direct site/network support above the essential services at all sites.</li> <li>• A Coordinator of Assessment, Data, and Educational Technology will oversee the implementation of Educational Technology and collaborate with Directors of Student Achievement to support Curriculum Technology and Intervention Coaches, Intervention ToSAs, and other staff who provide direct support to students.</li> <li>• Infrastructure System Manager</li> <li>• Computer technician services to support instructional technology at all school sites and District office.</li> <li>• The educational technology and support staff will focus on supporting instructional technology needs for unduplicated populations.</li> </ul>	\$2,228,159.00	Yes
13	Instructional Technology and Support	<p>Low-income, foster youth, and English learners have the greatest need for supplemental technology hardware and software support to provide equitable access to the global society.</p> <ul style="list-style-type: none"> <li>• Tablets, laptops, charging carts, and related materials to support the implementation of the digital curriculum and provide equity for low income, English learners and foster youth</li> <li>• 1:1 student ratio for student devices.</li> <li>• Replacement for damaged and end-of-life devices.</li> <li>• Devices for certificated and classified staff.</li> <li>• Supplemental online academic support programs and software.</li> <li>• Maintenance of district data center resources to provide school staff and teachers with up-to-date student information.</li> <li>• Maintenance of district's WAN to support students' educational needs and their ability to relay data to staff and students to various locations across the world.</li> </ul>	\$3,218,025.00	Yes
14	Class Size Reduction and Lower-Class Sizes	<p>Additional teachers above the base will reduce the student-to-teacher ratio to provide increased individualized attention to low-income students, English learners, and foster youth, instruction tailored to meet the needs of struggling students, increased opportunities for participation, and increased communication.</p> <p>For low-income students, there are increased opportunities for exposure to learning concepts.</p> <p>Increased student engagement time for English learners breaks down language barriers, thus increasing student participation.</p> <p>The benefits of a reduced student/teacher ratio, increased instructional options for all students, and diversity of instructional styles are especially beneficial for low-income students, English learners, foster youth, and the homeless.</p>	\$5,084,934.00	Yes
15	Measuring Student Learning Through Assessment	<p>Substitute coverage to provide teachers time to observe and assess students' needs for Tier 2 and Tier 3 services and time to conference with school administration and parents of English learners, low-income students, and foster youth.</p>	\$1,067,862.00	Yes

		Eight additional teachers will be included to provide all teachers of highly at-risk students a 1/6 period to work with students 1:1.		
16	Teachers and Support Staff Salaries	Attract and retain appropriately placed, fully credentialed teachers, support staff and substitutes with competitive compensation, innovative programs and professional development. (Basic Services)	\$103,637,064.00	No
17	Supporting English Learners	Provide teachers professional development on supporting English language learners to become competent in the understanding, reading, listening, speaking, and writing of the English language through the development of literacy and academic skills in grade-level standards; at a minimum, the language acquisition programs, as defined in EC Section 306.  Implementation of the English Learner Master Plan to ensure consistent, coherent services are provided to “ensure that all English learners attain English proficiency, develop high levels of academic attainment in English, and meet the same challenging state academic standards as all other students.”	\$0.00	No
18	Supporting Long-term English Learners	According to CDE DataQuest reports, in 2023-2024, Baldwin Park Unified School District had 268 students who have been labeled English learners for six or more years. Staff will investigate specific strategies and assess opportunities for long-term English learners to develop high-level reading, speaking, and writing skills for these English learners remaining in EL status for six years or more.	\$0.00	No
19	English Language Development	English learners are provided with integrated and designated English Language Development. Integrated English Language Development is provided to English learners throughout the school day and across all subjects by all teachers who have English learners in their classrooms. Designated English Language Development is provided to English learners by skilled teachers during a scheduled time during the regular school day. Provide teachers with professional development on the best integrated and designated English Language Development strategies.	\$0.00	No

# Goal

Goal #	Description	Type of Goal
2	Foster an environment of support, understanding, and emotional safety for students and all educational partners to increase student achievement.	Broad Goal

State priorities address by this goal.

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An explanation of why the LEA has developed this goal.

Goal 2 was developed in alignment with the opening statement of the Baldwin Park Unified School District's vision statement, "In a culture of high expectations and academic rigor and an environment of support, understanding, and emotional safety."

Careful analysis of CA School Dashboard data revealed outcomes for student groups and the "why" the District developed this goal. For the Chronic Absenteeism Indicator, student groups either declined significantly or declined. Based on outcomes, no student groups or individual schools were identified as "very high."

For the "significantly declined" change level, the difference between the current and prior year chronic absenteeism rates of English learners was -12.1%, placing their current rate at 24.5%. The difference between the three student groups in the current and previous years was between -9% and -9.6%. The socioeconomically disadvantaged current chronic absenteeism rate is 28.9%, the homeless is 29.8%, Hispanic is 30%, and students with disabilities is 35.5%.

Five student groups demonstrated a decline in chronic absenteeism between the prior and current years. White and African American demonstrated a -11.5 and a -11.3 change, respectively. Current chronic absenteeism rates for African American is 30.0% and white 36.2%. Filipinos demonstrated a -9.9 difference with a current rate of 15.3%, Asians a -1.3% with a current rate of 10.8%, and foster youth a -1.1% difference with a current 29.6% chronic absenteeism rate.

Graduation rates for English learners increased significantly, with a 7.9% gain from 69.1% to 77.0%. Four student groups' status levels were considered high and increased from the previous year: Asian 96.7%, Hispanic 92%, socioeconomically disadvantaged 91.8%, and all students 91.7%.

Despite the challenges faced, Filipino students have managed to maintain a high status at 84.4%, even after experiencing a significant decline of -5.6%. This decline, along with the 2.2% decrease in foster youth, who are now at a low-status level of 68.4%, highlights the need for our continued support and attention.

The medium status level of homeless increased by 4.8% to 90.3%. Students with disabilities increased significantly but remained at a medium status level of 84.1%.

A third indicator analyzed from the CA School Dashboard was suspension rates. One student group, African American, had a "very high" status level, a difference of 6.3% between the current year and the prior year with an 11.1% current suspension rate. Foster youth, although also considered a "very high" status level, experienced a -1.3% difference between the current and prior year, with an overall suspension rate of 11.1%.

Five student groups share the status level label of "high": Students with disabilities at 7.1%, homeless at 5.5%, Hispanic at 5.4%, socioeconomically disadvantaged at 5.2%, and all students at 5.1%. English learners with a suspension rate of 3.9% and white with a suspension rate of 3.2% are considered medium. Two student groups, although increased from the prior year, have a "low" status level: Asian with a suspension rate of 1.1% and Filipino with a suspension rate of 1.7%. It was agreed that these disparities in suspension rates, particularly among the 'high' status level groups, require our immediate attention and action.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Districtwide Attendance Rate  Overall TK-12 attendance rate for 2022-2023.  Source: www.calpads.org	Fiscal Services P2  93.6%			2025-26  96%	
2	CA School Dashboard Chronic Absenteeism Indicator (TK-8th grade)  Kindergarten through grade eight students who were absent 10 percent or more of the school year.  Source: caschooldashbo ard.org	2023 CA School Dashboard CA School Dashboard Chronic Absenteeism Indicator (TK-8th grade)  All TK-8th Grade Students = 28.6% English Learners = 24.5% Long-term English Learners = TBD Foster Youth = 29.6% Homeless = 29.8% Socioeconomically Disadvantaged = 28.9% Students with Disabilities = 35.5% African American = 30.0% Asian = 10.8% Hispanic = 30.0% White = 36.2%			2026 CA School Dashboard CA School Dashboard Chronic Absenteeism Indicator (TK-8th grade)  All TK-8th Grade Students = 8.7% English Learners = 8.0% Long-term English Learners = TBD Foster Youth = 10.0% Homeless = 8.8% Socioeconomically Disadvantaged = 8.9% Students with Disabilities = 12.0% African American = 21.3% Asian = 1.4% Hispanic = 8.9% White = 17.9%	



3	<p>CA School Dashboard High School Graduation Rate Placement Report</p> <p>Percentage of students who are included in the combined four-and five-year graduation rate.</p> <p>Source: caschooldashboard.org</p>	<p>2023 CA School Dashboard High School Graduation Rate Placement Report</p> <p>All Students = 91.7% English Learners = 77.0% Long-term English Learners = TBD Foster Youth = 68.4% Homeless = 90.3% Socioeconomically Disadvantaged = 91.8% Students with Disabilities = 84.1% African American = 57.1% Asian = 96.7% Hispanic = 92.0% White = Data Not Available</p>			<p>2026 CA School Dashboard High School Graduation Rate Placement Report</p> <p>All Students = 97.7% English Learners = 83% Long-term English Learners = TBD Foster Youth = 74.4% Homeless = 96.3% Socioeconomically Disadvantaged = 97.8% Students with Disabilities = 90.1% African American = 63.1% Asian = 98% Hispanic = 97% White = TBD</p>	
4	<p>CDE DataQuest</p> <p>Outcome for the four-year adjusted cohort graduation rate (ACGR) of the number of students who dropped out.</p> <p>Source: dq.cde.ca.gov/Dataquest Four-Year Adjusted Cohort Outcome</p>	<p>2023 DataQuest Dropout Rate</p> <p>All Students = 8.5% or 56/895 English Learners = 22.5% or 18/80 Long-term English Learners = TBD Foster Youth = 25% or 4/16 Homeless = 8.3% or 17/206 Socioeconomically Disadvantaged = 6.2% or 55/884 Students with Disabilities = 6.5% or 8/123</p>			<p>2026 DataQuest Dropout Rate</p> <p>All Students = 4.3% English Learners = 11% Long-term English Learners = TBD Foster Youth = 13% Homeless = 5% Socioeconomically Disadvantaged = 4.3% Students with Disabilities = 3.3%</p>	

5	<p>CA School Dashboard Suspension Rate Indicator</p> <p>Percentage of students suspended one full day or more during the school year.</p> <p>Source: <a href="https://caschooldashboard.org">caschooldashboard.org</a></p>	<p>2023 CA School Dashboard Suspension Rate Indicator</p> <p>All Students = 5.1% or 553/10,812  English Learners = 3.9% or 90/2,329  Long-term English Learners = TBD  Foster Youth = 14.2% or 18/127  Homeless = 5.5%  Socioeconomically Disadvantaged = 5.2% or 500/9,571  Students with Disabilities = 7.1% or 150/2,115  African American = 11.1% or 6/54  Asian = 1.1% or 8/706  Hispanic = 5.4% or 527/9,698  White = 3.2% or 3/94</p>			<p>2026 CA School Dashboard Suspension Rate Indicator</p> <p>All Students = 4.5%  English Learners = 2.5%  Long-term English Learners = TBD  Foster Youth = 8.0%  Homeless = 4.5%  Socioeconomically Disadvantaged = 4.5%  Students with Disabilities = 4.5%  African American = 8.0%  Asian = 1.0%  Hispanic = 4.5%  White = 2.5%</p>	
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6	<p>CA Healthy Kids Survey (CHKS) Safe or Very Safe School</p> <p>Percentage of students in grades 5,7,9 and 11 who perceived they feel safe at school all or most of the time.</p> <p>Source: <a href="https://dq.cde.ca.gov/Dataquest/Tables/Elem/A6.7,MS,HS/A6.8">dq.cde.ca.gov/Dataquest/Tables – Elem. A6.7, MS, HS A6.8</a></p>	<p>2024 CA Healthy Kids Survey (CHKS) Feeling Safe</p> <p>5th grades = 66% 7th graders = 51% 9th graders = 40% 11th graders = 43%</p>			<p>2026-2027 CA Healthy Kids Survey (CHKS) Feeling Safe</p> <p>5th grades = 72% 7th graders = 57% 9th graders = 46% 11th graders = 49%</p>	
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7	<p>CA Healthy Kids Survey (CHKS) School Connectedness</p> <p>Measured by the average percentage of 5th, 7th, 9th, and 11th- grade students responding all or most of the time or agree or strongly agree to five survey questions.</p> <p>Source: dq.cde.ca.gov/D ataquest Tables - Elem. A6.7, MS, HS A6.8</p>	<p>2023-2024 CA Healthy Kids Survey (CHKS) School Connectedness</p> <p>5th grades = 60% 7th graders = 50% 9th graders = 47% 11th graders = 45%</p>			<p>2026-2027 CA Healthy Kids Survey (CHKS) Healthy Kids Survey (CHKS) School Connectedness</p> <p>5th grades = 66% 7th graders = 56% 9th graders = 53% 11th graders = 51%</p>	
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8	<p>CA Healthy Kids Survey (CHKS) Caring Relationships</p> <p>Measured by the average percentage of 5th, 7th, 9th, and 11th-grade students responding all or most of the time or agree or strongly agree to the statement there is a teacher or some other adult from my school who really cares about me.</p> <p>Source: dq.cde.ca.gov/D ataquest Tables - Elem. A6.4, MS, HS A6.5</p>	<p>2023-2024 CA Healthy Kids Survey (CHKS) Caring Relationships</p> <p>5th grades = 62% 7th graders = 55% 9th graders = 54% 11th graders = 59%</p>			<p>2026-2027 CA Healthy Kids Survey (CHKS) Caring Relationships</p> <p>5th grades = 68% 7th graders = 61% 9th graders = 60% 11th graders = 65%</p>	
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## Goal Analysis for 2024-2025

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

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

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Student Wellness	Above the base, school nurses are critical components of the district's student health services. In addition to responding to the immediate health needs of individual students, they lead the district's efforts to proactively identify health needs and provide or connect students and families to the appropriate services and resources. Nurses also engage in outreach to provide essential health information and education to students and families. School nurses address the physical needs of low-income students, often not seen by a medical care professional. Students are supported in their learning process through education and wellness promotion. Health Services staff providing services to low-income students include: <ul style="list-style-type: none"><li>• Six credentialed school nurses.</li><li>• Two eight-hour, eleven-month health clerks at the comprehensive high schools.</li><li>• Thirteen 180-day health clerks or licensed vocational nurses assigned to elementary and middle schools.</li><li>• Supplies for school health offices.</li><li>• Additional hours are required for school nurses and the health office to train and prepare for the school opening.</li></ul>	\$3,356,761.00	Yes
2	Social Emotional Support for the Whole Student	Director of Student Services, Psychologist on Special Assignment, and psychologists to provide direct support to staff and families of low-income and foster youth, above the base. Services for foster youth will include resources and support for foster youth in the form of trauma-informed training, contracting with mental health agencies to provide on-site counseling and referrals, and ensuring schools provide a positive school culture and safe learning environment. For low-income	\$2,323,312.00	Yes

		students, the Director of Student Services will work with schools to implement a multi-tiered system of support to address the behavioral and social-emotional needs of low-income students. Staff will focus on developing and implementing a restorative justice framework that educators can use to create safe, supportive spaces for low-income and foster youth in our schools.		
3	Safe, Secure, and Peaceful Schools	<p>The presence of campus security aides at secondary schools significantly enhances safety and support. This is evident from the responses of students in the California Healthy Kids Survey, where 50 percent of 7th graders, 40 percent of 9th graders, and 43 percent of 11th graders reported feeling safe at school either all of the time or most of the time.</p> <p>5th-grade students participating in the California Healthy Kids Survey, when asked if they feel safe at school, 29% responded all of the time, 37% most of the time, 24% some of the time, and 10% never, a decline from the previous year. Continue playground aides for elementary schools, noontime supervisors for middle schools, and district crossing guards for unsafe and hazardous areas. Personnel to model safety and reinforce skills learned in the classroom.</p> <p>Improve school security systems to increase security for students, staff, and families.</p>	\$2,131,370.00	Yes
4	Student and Staff Safety	California Healthy Kids Survey results indicated a decline in students' perceptions of their school as safe or very safe from the previous school year. The district will continue to provide and increase access to emergency equipment, necessary medical devices, and training for staff to ensure student and staff safety.	\$1,606,500.00	Yes
5	Home to School Safety	Per board policy, supplement home-to-school transportation services for low-income students above the base for safe access to school. Additional access is provided for low-income families without means of transportation. The most recent reporting on chronic absenteeism rates for all students was higher than the state.	\$1,265,385.00	Yes
6	Beyond the Classroom	<p>Student engagement is an essential link to school connectedness and increased student achievement. Increase supplemental resources to continue to provide equitable access to instrumental music and visual and performing arts programs for low-income, English-learning, and foster youth, as defined as a broad course study in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220.</p> <p>Supplemental resources include after-school/extracurricular physical fitness programs. These resources, which go above and beyond the standard provisions, include equipment, field/facilities improvement, uniforms, athletic trainers, transportation, and staff stipends. They are designed to ensure equitable opportunities for underserved low-income English Learners, foster youth, and educate the total student.</p>	\$3,746,265.00	Yes

## Goal

Goal #	Description	Type of Goal
3	Promote a culture of collaboration by strengthening and increasing partnerships and effective communication systems amongst all stakeholders.	Broad Goal

State priorities address by this goal.

3
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An explanation of why the LEA has developed this goal.

<p>Goal 3 builds upon the Baldwin Park Unified School District's focus on collaboration, strengthening, and building partnerships among all stakeholders to benefit ALL students.</p> <p>The CA School Dashboard includes a concise set of state and local indicators founded on the Local Control Funding Formula (LCFF) priorities but aligned to the measures required under the Every Student Succeeds Act (ESSA). Local indicators are those LCFF priorities for which no state-level data is collected. Parent and Family Engagement – Priority 3 is one such area where information is gathered. A self-reflection tool was administered as a conversation starter with a focus group representing student groups within the district to facilitate a deeper understanding of this priority. Statements were read, examples were provided, and focus group members were asked to rate the district's current stage of implementation in each of the 12 practices using the following scale: 1 – Exploration and Research, 2 – Beginning Development, 3 – Initial Implementation, 4 – Full Implementation, or 5 – Full Implementation and Sustainability.</p> <p>Based on stakeholder discussions during the focus group exercise, the district established two focus areas for improvement and building partnerships for positive student outcomes. The first area is to increase services in providing families with information and resources to support student learning and development in the home, and the second area is to increase in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels. Actions in Goal 3 are designed to support this work.</p>
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## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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1	BPUSD LCAP Survey  Source: LCAP Parent Survey	2024 LCAP Survey "My student's school provides a high-quality education."  88.0% surveyed strongly agreed or agreed, versus 2.9% disagreed or strongly disagreed. Number of families responding: 593			2027 LCAP Survey "My student's school provides a high-quality education."  94% surveyed strongly agreed or agreed, versus 1% disagreed or strongly disagreed.	
2	BPUSD LCAP Survey  Source: LCAP Parent Survey	2024 LCAP Survey "I believe the school values parents/guardians as important partners in their student's education."  88.0% surveyed strongly agreed or agreed, versus 2.7% disagreed or strongly disagreed.  Number of families responding: 593			2027 LCAP Survey "I believe the school values parents/guardians as important partners in their student's education."  94.0% surveyed strongly agreed or agreed, versus 1% disagreed or strongly disagreed.	

3	BPUSD LCAP Survey  Source: LCAP Parent Survey	2024 LCAP Survey "My student feels safe at school." 81.7% surveyed strongly agreed or agreed, versus 4.7% disagreed or strongly disagreed.  Number of families responding: 593			2027 LCAP Survey "My student feels safe at school." 90% surveyed strongly agreed or agreed, versus 2% disagreed or strongly disagreed.	
4	BPUSD LCAP Survey  Source: LCAP Parent Survey	2024 LCAP Parent Survey  Increase the number of families responding to the LCAP Survey by 10% annually. 593 families responded to the 2024 survey.			For the 2027 LCAP Survey, 773 families will participate.	

5	BPUSD Parent Logs, Survey	<p>Parent Engagement Offerings</p> <p>“Since the beginning of this school year, has any adult in your child’s household done any of the following things at your child’s school?”</p> <ul style="list-style-type: none"><li>• Districtwide Event</li><li>• Schoolwide Event</li><li>• Informal Meeting</li><li>• Informational Governance</li><li>• Volunteer</li><li>• Workshop Series</li><li>• Single Workshops</li></ul> <p>*This will be a revised question to the parent survey for 2024-2025.</p>			2027 LCAP Survey TBD in 2024-2025	
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Goal Analysis for 2024-2025

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

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

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Home-School Connectedness	Home-to-school connectedness is essential to student achievement. Continue school community liaison support at all sites as resources for low income students and families. Services to parents are not limited to facilitating and implementing parent workshops, outreach to parents of chronically absent students, translating and interpreting for Spanish-speaking parents, and serving as the bridge between the school and the home.	\$1,188,252.00	Yes
2	Parental Involvement and Family Engagement Communication Tools	Engage educational stakeholders, including families, as partners with various communication tools. Stakeholders continue to share the importance of school-to-home communication as a high priority for student success.  Baldwin Park Unified School District will continue to employ multiple methods of parent communication. These include a public information officer, technology tools such as Parent Square, ParentVue, StudentVue, Mobile Apps, promotional materials, district wide events and other tools and methods to increase school-to-parent communication for the unduplicated populations.  Continue the District School Leadership Team meetings to monitor and revise the Local Control Accountability Plan, LCAP. The district has student-led conferences at the secondary level and a voting student representative on the school board. Explore facilitating student focus groups to add another means of student voice to developing the LCAP.	\$538,492.00	Yes
3	Translation and Interpretation Services	Continue to provide translation and interpretation services over and above basic services for all communications sent home and posted on the website. District translator to provide Spanish-speaking parents and parents needing American Sign Language (ASL) an opportunity to engage in their child's learning. Other languages are outsourced, thus providing all parents equitable access to participate in their child's education.	\$130,065.00	Yes
4	Parent, Family, and Community Engagement Activities	Schools, parents, and the community must actively engage to continue to promote student achievement and the importance of regular attendance, wellness, and learning for all students.  Community events are a platform that actively involves parents and engages community	\$98,160.00	Yes

		<p>resources. The continued collaboration with educational stakeholders, the community, and government officials is instrumental in conducting district-wide events such as showcases and a college fair.</p> <p>Provide workshops during the events designed to meet the needs of low-income English learners and foster youth.</p>		
5	Parent, Family, and Community Engagement Tools	Provide family and community volunteers access to required fingerprinting services at no cost or reduced cost to ensure that families and community members can equitably and actively support student success.	\$34,785.00	Yes

# Goal

Goal #	Description	Type of Goal
4	North Park Continuation was identified for Equity Multiplier based on nonstability and percentage of socioeconomically disadvantaged pupil rates. Through professional development, coaching, social services support, online tutoring, and parent engagement activities, North Park will provide support to succeed that focuses on closing equity gaps for identified student groups performing in the "very low" category in mathematics, suspension rates, and college career readiness, as evidenced on the California School Dashboard.	Equity Multiplier Focus Goal

State priorities address by this goal.

4, 6, 8
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An explanation of why the LEA has developed this goal.

Goal 4, developed in consultation with North Park Continuation's Leadership Team, followed a review of results summarized on the California School Dashboard. These results, identified as "very low", were instrumental in shaping Goal 4: Smarter Balanced Summative mathematics assessment, administered to 11th graders, for socioeconomically disadvantaged students, suspension rate for students with disabilities, and College Career Indicator for all students, homeless, socioeconomically disadvantaged, students with disabilities, and Hispanic. The North Park Continuation's School Site Council members, including teachers, parents, students, and the site principal, then reviewed the goal, metrics, actions, and budget, underscoring the importance of their role in this process.
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## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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1	<p>CA School Dashboard Mathematics Academic Indicator</p> <p>Distance from Standard (DFS)</p> <p>Includes results Smarter Balanced Mathematics Summative Assessment in Grade 11</p> <p>Source: caschooldashboard.org</p>	<p>2023 CA School Dashboard</p> <p>Socioeconomically Disadvantaged -204.7 DFS</p>			<p>2026 CA School Dashboard</p> <p>Socioeconomically Disadvantaged -192.7 DFS</p>	
2	<p>CA School Dashboard Suspension Rate Indicator for Students with Disabilities</p> <p>Represents unduplicated percentage of students suspended at least one full day</p> <p>Source: caschooldashboard.org</p>	<p>2023 CA School Dashboard</p> <p>Students with Disabilities 20% or 16/80</p>			<p>2026 CA School Dashboard</p> <p>Students with Disabilities 14%</p>	

3	<p>CA School Dashboard College/Career Indicator</p> <p>Represents the percentage of high school graduates who are prepared for college or a career</p> <p>Source: caschooldashboard.org</p>	<p>2023 CA School Dashboard</p> <p>All Students 4.5% Homeless 4.3% Socioeconomically Disadvantaged 4.6% Students with Disabilities 2.6% Hispanic 4.8%</p>			<p>2026 CA School Dashboard</p> <p>All Students 12% Homeless 12% Socioeconomically Disadvantaged 12% Students with Disabilities 10% Hispanic 12%</p>	
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## Goal Analysis for 2024-2025

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

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

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Professional Development and Coaching	Professional development and ongoing coaching provided throughout the school year. Topics to be addressed include restorative justice practices, trauma-informed practices, project-based learning, and equitable grading practices.	\$150,000.00	No
2	Social Services Support	Social services support to provide individualized or small group crisis intervention, develop intervention strategies to increase academic success, assist with conflict and anger management, and assist staff in understanding factors that may affect student performance and behavior. The school will prioritize services for students with disabilities identified for suspension.	\$100,000.00	No
3	Online Supports	Online tutoring or E-Study Hall will address individual students' learning styles and personal preferences, offer flexible scheduling and access to a wide range of knowledge, and encourage confidence-boosting interactions. Intervention staff will prioritize services for the socioeconomically disadvantaged in mathematics.	\$100,000.00	No
4	Family and Community Engagement	Family and community engagement activities will address the steps to establish strong relationships with families of students with disabilities. These activities will establish a partnership to provide parents of identified student groups with hands-on workshops, seminars, and ongoing support. Workshops for families and students will include topics on available college and career resources and how to assist all students, homeless, socioeconomically disadvantaged, students with disabilities, and Hispanics in post-secondary choices.	\$39,939.00	No

# Goal

Goal #	Description	Type of Goal
5	The Baldwin Park Unified School District, identified for Equity Multiplier funds, is driven by a clear goal. This goal is to improve student success by closing the gap for identified student groups. By providing support, the district aims to close performance gaps for student groups performing in the “very low” category in English language arts, mathematics, suspension rate, and college career readiness, as evidenced on the California School Dashboard.	Equity Multiplier Focus Goal

State priorities address by this goal.

4, 6, 8

An explanation of why the LEA has developed this goal.

The newly established Local Control Funding Formula (LCFF) Equity Multiplier was designed to provide additional funding to local educational agencies (LEAs) for allocation to schools with prior-year non-stability rates greater than 25 percent and prior-year socioeconomically disadvantaged pupil rates greater than 70 percent. This targeted approach aims to address the specific needs of identified student groups, ensuring they receive the support they require for their educational success.

Goal 5, an Equity Multiplier Focus Goal, was developed in consultation with the District School Leadership Team, followed by a thorough review of results summarized on the CA School Dashboard. These outcomes, which must be addressed, were identified as indicators and student groups in a 'very low' status. They include the college career indicator for foster youth and students with disabilities, English language arts for foster youth and white student groups, mathematics for English learners, foster youth, homeless, students with disabilities, and white student groups, and the suspension rate for the African American student group.

Equity Multiplier funding is not just a financial boost but a commitment to provide evidence-based services and support for identified student groups. This requirement ensures the funding's effectiveness and impact.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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1	<p>CA School Dashboard English Language Arts (ELA) Academic Indicator</p> <p>Distance from Standard (DFS)</p> <p>Includes results from both Smarter Balanced (SBAC) ELA Summative Assessment and CA Alternate Assessment (CAA) in Grades 3-8 and 11</p> <p>Source: <a href="http://caschooldashboard.org">caschooldashboard.org</a></p>	<p>2023 CA School Dashboard</p> <p>Foster Youth = -77 White = -85.4</p>			<p>2026 CA School Dashboard</p> <p>Foster Youth = -17 White = -25.4</p>	
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2	<p>CA School Dashboard Mathematics Academic Indicator</p> <p>Distance from Standard (DFS)</p> <p>Includes results from both Smarter Balanced (SBAC) Mathematics Summative Assessment and CA Alternate Assessment (CAA) in Grades 3-8 and 11</p> <p>Source: caschooldashbo ard.org</p>	<p>2023 CA School Dashboard</p> <p>English Learners = -99.5 Long-term English Learners = TBD Foster Youth = -134.4 Homeless = -95.6 Students with Disabilities = -139.6 White = -117.5</p>			<p>2026 CA School Dashboard</p> <p>English Learners = -62.5 Long-term English Learners = TBD Foster Youth = -92.4 Homeless = -66.4 Students with Disabilities = -119.6 White = -87.5</p>	
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3	<p>CA School Dashboard Suspension Rate Indicator for African American</p> <p>Represents unduplicated percentage of students suspended at least one full day</p> <p>Source: caschooldashbo ard.org</p>	<p>2023 CA School Dashboard</p> <p>African American = 11.1% 6/54</p>			<p>2023 CA School Dashboard</p> <p>African American = 8.0%</p>	
4	<p>CA School Dashboard College/Career Indicator</p> <p>Represents the percentage of high school graduates who are prepared for college or a career</p> <p>Source: caschooldashbo ard.org</p>	<p>2023 CA School Dashboard</p> <p>Foster Youth = 5.3% Students with Disabilities = 6.8%</p>			<p>2026 CA School Dashboard</p> <p>Foster Youth = 15% Students with Disabilities = 16%</p>	

## Goal Analysis for 2024-2025

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

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

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Online Supports	Online tutoring or E-Study Hall will address individual students' learning styles and personal preferences, offer flexible scheduling and access to a wide range of knowledge, and encourage confidence-boosting interactions. Intervention staff will prioritize services for the socioeconomically disadvantaged in mathematics.	\$30,000.00	No
2	Professional Development	Professional development and ongoing coaching provided throughout the school year. Topics to be addressed include culturally responsive practices, restorative justice practices, trauma-informed practices, resources for foster youth and/or youth experiencing homelessness.	\$12,630.00	No
3	Resources for Equitable Access	Provide resources for foster youth, students with disabilities, and youth experiencing homelessness to provide equitable access to academic as well as activities beyond the classroom.	\$30,000.00	No

# Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2024-2025

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$44,788,299.00	\$5,791,421.00

## Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
41.16%	1.58%	\$1,835,288.43	42.74%

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 #(s)	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
Goal 1 Action 1	<p>For English-language arts Two student groups are considered the very lowest: foster youth, with an average distance from the standard of -77, and white, with an average distance from the standard of -85.4—a loss of 28.9 points. However, the decline in foster youth was primarily due to a new “loss penalty” added to the distance from the standard for participation rate being below 95%. Four “loss penalty scores” were added to the actual results. Similarly, one “loss penalty score” was added to the white student group again for falling below the 95% participation rate below 95%.</p> <p>For mathematics, five student groups are considered very low. English learners and students with disabilities changed their levels and were classified as maintained. English learners only had a 2.4-point change, which is a -99.5 distance from the standard, and students with disabilities had a 0.5 change, which is a -139.6 distance from the standard. Homeless and foster youth student groups considered very low, demonstrated declines. Homeless declined 8.2 points or a -95.6 distance from the standard. Foster youth declined 12.5 points. Foster youth -134.4 distance from the standard outcome was affected by a new “loss penalty” added to the distance from the standard for participation rate below 95%. Three “loss penalty scores” were added to the actual results. White declined a significant 16.1 points and is now -117.5 distance from the standard.</p>	<p>Creating experts at each site provides support for teachers of low-income students, English learners and foster youth.</p> <p>Fifteen Curriculum Technology &amp; Intervention Coaches (CTI-C) at each site will provide direct services to the staff by planning and implementing ongoing training and support for classroom teachers of low-income students, English learners, and foster youth.</p> <p>Five Teachers on Special Assignment (ToSAs) to support school site Curriculum Technology &amp; Intervention Coaches (CTI-Cs) through the integration of technology, planning, and implementation of lessons that differentiate instruction.</p> <p>Two Student Achievement Directors dedicated to provide hands-on support and guidance to site instructional leaders. Student Achievement Administrators will assist principals and sites with utilizing data as a decision-making tool and implementation of curriculum to best meet the specific needs of English learners, foster youth and low-income students.</p> <p>Fifteen Intervention teachers on Special Assignment (Intervention ToSAs) will support students through the integration of technology, planning and implementation of lessons that differentiate instruction especially for identified English learners and foster youth.</p>	<ul style="list-style-type: none"> <li>• Interim assessments that provide teachers with actionable information about student progress, and are designed to be given at locally.</li> <li>• I-Ready assessments.</li> <li>• Teacher observations.</li> <li>• CAASPP Smarter Balanced English-Language Arts and mathematics administered to 3rd – 8th graders and 11th graders.</li> <li>• School sites intervention schedules.</li> </ul>



<p>Goal 1 Action 2</p>	<p>Among English learners, 16.25% considered well developed and 36.931% moderately developed on the summative English Language Proficiency Assessment of California (ELPAC) English learners are -68.8 points from the English-language arts standard and -99.5 points from the mathematics standard. Low-income students are -29.7 points from the English-language arts standard and -76.4 points from the mathematics standard. Foster youth are -77 points from the English-language arts standard and -134.4 points from the mathematics standard.</p>	<p>Paraprofessionals to provide support and reinforcement for foster youth and low-income students in the classroom in the form of individualized/small group instructional support. Support will include reteaching of concepts, monitoring and/or support students with intervention digital platforms.</p> <p>Bilingual paraprofessionals to provide language support and monitor the academic achievement and learning progress of English learners.</p> <p>Paraprofessionals working along side Intervention teachers on Special Assignment to increase Tier 2 and Tier 3 supports.</p> <p>English Learner Program Aides (ELPAs) support the English learner by assisting in administering and scoring assessments and providing the classroom teacher with accurate and timely information to best meet the learner's needs.</p> <p>Two-hour library aides at the elementary sites and library technicians at secondary sites to provide services and support above the base for low-income students who may not have the opportunity (i.e. transportation) to visit the one city library.</p>	<ul style="list-style-type: none"> <li>• Interim assessments that provide teachers with actionable information about student progress, and are designed to be given at locally.</li> <li>• I-Ready assessments.</li> <li>• Teacher observations.</li> <li>• CAASPP Smarter Balanced English-Language Arts and mathematics administered to 3rd – 8th graders and 11th graders.</li> <li>• School sites intervention schedules.</li> <li>• Mandated instructional aide logs.</li> </ul>
<p>Goal 1 Action 3</p>	<p>English learners are -68.8 points from the English-language arts standard and -99.5 points from the mathematics standard.</p> <p>Low-income students are -29.7 points from the English-language arts standard and -76.4 points from the mathematics standard.</p> <p>Foster youth are -77 points from the English-language arts standard and -134.4 points from the mathematics standard.</p>	<p>Professional develop opportunities and curriculum committees to support and enhance the implementation of state standards.</p> <p>Curriculum committee to analyze low-income, English learner and foster youth outcome data. Committee to decide which interim assessment tools to implement to provide meaningful information for gauging student progress throughout the year toward mastery of the skills among subgroups.</p> <p>The professional learning opportunities and work of curriculum committees are primarily directed toward the identified student groups, with a special focus on unduplicated students, in the identified areas. This ensures that we are continually improving our educational program to support the needs of all our students.</p>	<ul style="list-style-type: none"> <li>• Interim assessments that provide teachers with actionable information about student progress and are designed to be given at locally.</li> <li>• I-Ready assessments.</li> <li>• Teacher observations.</li> <li>• CAASPP Smarter Balanced English-Language Arts and mathematics administered to 3rd – 8th graders and 11th graders.</li> </ul>

Goal 1 Action 4	<p>A growing number of studies provide conclusive evidence that teacher quality is the primary school-related factor affecting student achievement among low-income students. Students who are taught by effective and competent teachers excel quickly, while those who are assigned to the least effective teachers lag behind and often never catch up.</p> <p>Effective competent teachers are provided opportunities for ongoing professional development and support.</p>	<p>Professional development will build on the knowledge base for working with English learners, low-income students and foster youth. Staff will be provided opportunities to observe models or examples, reflect on their own practices, change their own practices, and gain and/or share expertise.</p> <p>Professional development activities will include a focus on best strategies for working with English learners.</p> <p>Professional development for both certificated and classified will include effective strategies and supports to mitigate learning loss among low- income students, English learners, and foster youth.</p> <p>Included will be sessions on social-emotional strategies and support for foster youth.</p>	<ul style="list-style-type: none"> <li>• Interim assessments that provide teachers with actionable information about student progress, and are designed to be given at locally.</li> <li>• I-Ready assessments.</li> <li>• CAASPP Smarter Balanced English-Language Arts and mathematics administered to 3rd – 8th graders and 11th graders.</li> <li>• Professional Development survey and evaluation tools.</li> <li>• Sign-in sheets.</li> </ul>
Goal 1 Action 5	<p>2023 California Assessment of Student Performance and Progress (CAASPP) California Science Test (CAST) ) in Grades 5,8, and once in high school:</p> <p>All Students = 22.28%  English Learners = 1.84% or 34/272  Long-term English Learners = TBD  Foster Youth = 0.0% or 0/11  Homeless = 14.46% or 20/159  Socioeconomically Disadvantaged = 21.18% or 310/2423  Students with Disabilities = 4.28% or 53/420  African American = 15.38% or 1/13  Hispanic = 19.53% or 323/2520  White = 11.11% or 3/27</p>	<p>Science, Technology, Engineering, and Math (STEM) will provide low-income students opportunities to discover and explore interests, imagine and design solutions to real-world challenges, and become independent, confident problem solvers. Program will provide unduplicated pupils opportunities that may not necessarily had been made available to them.</p>	<ul style="list-style-type: none"> <li>• CAASPP Smarter Balanced California Science Test (CAST) administered to students in 5th, 8th, and once in high school.</li> </ul>

Goal 1 Action 6	2023 College Board 56% of Advanced Placement Exams administered received a score of 3 or higher.	<p>Baldwin Park Unified School District will provide low-income students, English learners, and foster youth advanced learning opportunities.</p> <p>Dual Language Program will provide English and Spanish speaking students (English learners) an enriched challenging educational opportunity. Bilingualism and biliteracy are the first goals in dual language. Students will learn content via two languages, as they learn to speak, write, read, listen, and use each of the two program languages as a support for the other..</p> <p>Enrollment in GATE, honor courses and Advanced Placement will provide low-income students, English learners and foster youth necessary academic challenges and opportunities to build a positive self-concept.</p>	<ul style="list-style-type: none"> <li>• English learner reclassification rate.</li> <li>• CA School Dashboard English learner Progress Indicator (ELPI).</li> <li>• CAASPP Smarter Balanced English-Language Arts and mathematics administered to 3rd – 8th graders and 11th graders for reclassified students.</li> <li>• Advanced Placement test passage rates.</li> </ul>
Goal 1 Action 7	<p>The gap between all students and student group rates established the need.</p> <p>2023 CA School Dashboard High School Graduation Rate Placement Report All Students = 91.7% English Learners = 77.0% Long-term English Learners = TBD Foster Youth = 68.4% Socioeconomically Disadvantaged = 91.8% Students with Disabilities = 84.1%</p>	<p>There is a need to ensure equity for students by recognizing, respecting, and attending to their diverse strengths and challenges.</p> <p>Baldwin Park Unified School District will offer a wide range of opportunities, ensuring that every student's educational journey is well-supported and guided.</p>	<ul style="list-style-type: none"> <li>• CA School Dashboard Graduation Rate Indicator.</li> <li>• CDE DataQuest dropout data.</li> </ul>

Goal 1 Action 8	<p>2023 CA School Dashboard College Career Indicator</p> <p>Represents the percentage of high school graduates who are prepared for college or a career.</p> <p>All Students = 34.6% English Learners = 11.2% Long-term English Learners = TBD Foster Youth = 5.3% Homeless = 27.2% Socioeconomically Disadvantaged = 34.6% Students with Disabilities = 6.8% African American = 7.1% Hispanic = 32.0% White = Data Not Available</p>	<p>Baldwin Park Unified School District will take strategic steps towards improvement in College Career Indicator that will include, use of interim assessments as one early indicator of student performance on the 11th-grade Smarter Balanced Summative, analysis of D/F reports as one tool for monitoring a-g completion, and offering of college credit courses to seniors.</p> <p>In addition, BPUSD will create a college readiness environment for low income, English learners and foster youth through:</p> <p>AVID (Advancement Via Individual Determination) at the secondary levels to close the achievement gap by preparing all students for college readiness and success in a global society.</p> <p>ERWC (Expository Reading and Writing Curriculum) a college preparatory, rhetoric-based English language arts course for grades 11 and 12 designed to develop academic literacy (advanced proficiency in rhetorical and analytical reading, writing, and thinking).</p>	<ul style="list-style-type: none"> <li>• CA School Dashboard Graduation Rate Indicator.</li> <li>• CDE School Dashboard College Career Indicator (CCI).</li> <li>• CDE DataQuest dropout data.</li> <li>• Number of students successfully completing dual enrollment courses.</li> </ul>
Goal 1 Action 9	<p>2023 CA School Dashboard Percentage Completed At Least One CTE Pathway</p> <p>All Students = 18.0% or 164/909 English Learners = 7.0% or 7/100 Long-term English Learners = TBD Foster Youth = 10.5% or 2/19 Homeless = 15.9% or 33/207 Socioeconomically Disadvantaged = 18.0% or 162/898 Students with Disabilities = 12.6% or 19/151 African American = 14.3% or 2/14 Asian = 26.2% or 16/61 Hispanic = 17.6% or 142/805 White = Data Not Available</p>	<p>CTE programs put an emphasis on career-readiness, they teach important employability skills that are currently in high demand. According to a Cengage survey, “soft skills” such as attention to detail, effective communication and critical thinking are the most in-demand skills in today's job market.</p> <p>CTE students are taught competencies, such as soft skills like attention to detail, effective communication, and critical thinking, as they prepare for the workforce, they will have an advantage on their traditional schooling counterparts.</p> <p>There is a need to increase mentor, intern, and real-life experiences for low income, English learners and foster youth, including Project-Lead-the-Way (STEM), ROP, Perkins Programs, Career Tech Educational, Culinary Arts Program and Adult Ed.</p>	<ul style="list-style-type: none"> <li>• CDE School Dashboard additional reports – Percentage of graduating students completing one CTE Pathway and A-g requirements.</li> </ul>
Goal 1 Action 10	<p>2024 LCAP Survey “My student’s school has adequate instructional supplies to support student learning.”</p> <p>85.64% of families surveyed strongly agreed or agreed, versus 4.05% disagreed or strongly disagreed.</p>	<p>Purchase supplemental materials and resources, above the base, as needed for English learners, low-income students and foster youth.</p>	<ul style="list-style-type: none"> <li>• Sufficient rating on the Williams Instructional Monitoring Report.</li> <li>• Increase in the LCAP Parent Survey in the percentage of parents responding agree or strongly agree to the statement, “My student’s school has adequate instructional supplies to support student learning.”</li> </ul>

Goal 1 Action 11	<p>English learners are -68.8 points from the English-language arts standard and -99.5 points from the mathematics standard.</p> <p>Low-income students are -29.7 points from the English-language arts standard and -76.4 points from the mathematics standard.</p> <p>Foster youth are -77 points from the English-language arts standard and -134.4 points from the mathematics standard.</p> <p>Students with disabilities are -103.3 points from the English-language arts standard and -139.6 points from the mathematics standard.</p>	<p>Co-teaching in English-language arts and mathematics at the secondary level provides low-income students, English learners and foster youth with increased options for learning. Co-teaching is when two educators work together to plan, organize, instruct and make assessments on the same group of students, sharing the same classroom.</p> <p>For low-income students there is increased opportunities of exposure to learning concepts. For English learners increased student engagement time breaks down language barriers, thus increases student participation.</p> <p>For low-income students, English learners, and foster youth, there are the benefits of reduced student/teacher ratio, increased instructional options for all students, and diversity of instructional styles.</p>	<ul style="list-style-type: none"> <li>• Interim assessments that provide teachers with actionable information about student progress, and are designed to be given at locally.</li> <li>• CAASPP Smarter Balanced English-Language Arts and mathematics administered to 3rd – 8th graders and 11th graders.</li> </ul>
Goal 1 Action 12	<p>2024 LCAP Survey “My student’s school has adequate instructional supplies to support student learning.”</p> <p>85.64% of families surveyed strongly agreed or agreed, versus 4.05% disagreed or strongly disagreed.</p>	<p>Educational Technology and Support at all sites will increase technology resources for low-income students and their families. Centralized technician services and an ETS Director to direct site/network support at all sites above base services for low-income students.</p> <p>Continue to build capacity to increase integration of technology into the core instruction for English Learners, low-income students and foster youth.</p> <p>Utilize an ETS Coordinator to oversee the implementation and meet with Curriculum Technology Intervention Coaches on a regular basis to focus the team on the needs of English learners, low-income students and foster youth.</p>	<ul style="list-style-type: none"> <li>• Interim assessments that provide teachers with actionable information about student progress, and are designed to be given at locally.</li> <li>• CAASPP Smarter Balanced English-Language Arts and mathematics administered to 3rd – 8th graders and 11th graders.</li> </ul>
Goal 1 Action 13	<p>2024 LCAP Survey “My student’s school has adequate instructional supplies to support student learning.”</p> <p>85.64% of families surveyed strongly agreed or agreed, versus 4.05% disagreed or strongly disagreed.</p>	<p>Continue to provide, as needed, technology devices, which could include tablets, laptops, charging carts, hotspots, and related materials to support the implementation of the digital curriculum and provide equity for low income, English learners and foster youth.</p>	<ul style="list-style-type: none"> <li>• Increase in the LCAP Parent Survey in the percentage of parents responding agree or strongly agree to the statement, “My student’s school has adequate instructional supplies to support student learning.”</li> </ul>

Goal 1 Action 14	<p>2024 LCAP Survey “My student’s school has adequate instructional supplies to support student learning.”</p> <p>71.62% of families surveyed strongly agreed or agreed, versus 8.95% disagreed or strongly disagreed.</p>	<p>Additional teachers above the base will reduce the student to teacher ratio in order to provide low-income students, English learners, and foster youth increased individualized attention, instruction tailored to meet the needs of struggling students, increased opportunities for participation, and increased communication.</p>	<p>• Increase in the LCAP Parent Survey in the percentage of parents responding agree or strongly agree to the statement, “Class sizes are appropriate at my student’s school.”</p>
Goal 1 Action 15	<p>English learners are -68.8 points from the English-language arts standard and -99.5 points from the mathematics standard.</p> <p>Low-income students are -29.7 points from the English-language arts standard and -76.4 points from the mathematics standard.</p> <p>Foster youth are -77 points from the English-language arts standard and -134.4 points from the mathematics standard.</p> <p>Students with disabilities are -103.3 points from the English-language arts standard and -139.6 points from the mathematics standard.</p>	<p>Substitute coverage to provide teachers time to assess students’ needs for Tier 2 and Tier 3 services and time to conference with school administration and parents of English learners, low-income students and foster youth.</p> <p>Inclusion of eight additional teachers to provide all teachers of highly at-risk students a 1/6 period to work with and assess students 1:1.</p>	<p>• Interim assessments that provide teachers with actionable information about student progress, and are designed to be given at locally.</p> <p>• CAASPP Smarter Balanced English-Language Arts and mathematics administered to 3rd – 8th graders and 11th graders.</p>
Goal 2 Action 1	<p>The decline in chronic absenteeism for all students and all student groups is a significant success for the Baldwin Park Unified School District and a result of the collective effort of parents, teachers, administrators, and community members. Although we are not yet at pre-COVID-19 rates, the change of 9%, or 2,012, students identified as chronically absent compared to the previous year's 2,753, is a testament to our shared commitment.</p>	<p>Six credential school nurses, 15 health clerks, and licensed vocational nurses, above the base, will address the physical needs of low-income students who often times are not seen by a medical care professional.</p> <p>Students will be supported in their learning process through educating and promoting wellness by school nurses, health clerks, and LVNs present at the schools thus reducing chronic absenteeism.</p>	<p>• End-of-the-Year LACOE health Services Report. Includes data on number of health office visits, medications administered, and other health office functions.</p> <p>• Districtwide attendance rate.</p> <p>• CA School Dashboard Chronic Absenteeism Indicator (TK-8th grade). Kindergarten through grade eight students who were absent 10 percent or more of the school year.</p>

Goal 2 Action 2	<p>2023-2024 CA Healthy Kids Survey (CHKS) School Connectedness</p> <p>Measured by the average percentage of 5th, 7th, 9th, and 11th- grade students responding all or most of the time or agree or strongly agree to five survey questions.</p> <p>5th grades = 60% 7th graders = 50% 9th graders = 47% 11th graders = 45%</p>	<p>Primary goal is to meet the students' basic physiological needs. According to Maslow's hierarchy of needs, students need to have physiological needs met before they are able to learn.</p> <p>Consider the students' safety. Students will not be able to focus unless they feel safe in both the home and the school.</p> <p>Director of Student Services and psychologists to provide direct support to low-income students and foster youth, above the base. Services will include resources and support for foster youth in the form of trauma informed trainings, contracting with mental health agencies to provide on-site counseling and referrals, and ensuring schools provide a positive school culture and safe learning environment.</p> <p>For low-income students and foster youth, staff will work with schools to implement a multi-tiered system of supports to address the behavioral and social emotional needs of low-income students. Staff will focus on developing and implementing a restorative justice framework that educators can use to create safe, supportive spaces in our schools for low-income students and foster youth.</p>	<ul style="list-style-type: none"> <li>• Districtwide attendance rate.</li> <li>• CA School Dashboard Chronic Absenteeism Indicator (TK-8th grade). Kindergarten through grade eight students who were absent 10 percent or more of the school year.</li> <li>• CA School Dashboard Suspension Rate Indicator</li> </ul>
Goal 2 Action 3	<p>Need established after review of responses of students in the California Healthy Kids Survey, where 50 percent of 7th graders, 40 percent of 9th graders, and 43 percent of 11th graders reported feeling safe at school either all of the time or most of the time.</p> <p>5th-grade students participating in the California Healthy Kids Survey, when asked if they feel safe at school, 29% responded all of the time, 37% most of the time, 24% some of the time, and 10% never, a decline from the previous year.</p>	<p>Increase safety and heighten support for low-income students by maintaining safety personnel to increase safety at all school sites. Campus security aides at the high schools, playground aides for elementary schools, noontime supervisors for middle schools, and district crossing guards for unsafe and hazardous areas.</p>	<ul style="list-style-type: none"> <li>• CA Healthy Kids Survey (CHKS) Safe or Very Safe School</li> </ul> <p>Percentage of students in grades 5,7,9 and 11 who perceived they feel safe at school all or most of the time.</p>
Goal 2 Action 4	<p>California Healthy Kids Survey results indicated a decline in students' perceptions of their school as safe or very safe from the previous school year.</p>	<p>The district will continue to provide and increase access to emergency equipment, necessary medical devices, and training for staff to ensure student and staff safety.</p>	<ul style="list-style-type: none"> <li>• CA Healthy Kids Survey (CHKS) Safe or Very Safe School</li> </ul> <p>Percentage of students in grades 5,7,9 and 11 who perceived they feel safe at school all or most of the time.</p>

Goal 2 Action 5	<p>2023-2024 CA Healthy Kids Survey (CHKS) Percentage of students in grades 5,7,9 and 11 who perceived they feel safe at school all or most of the time.</p> <p>5th grades = 66% 7th graders = 51% 9th graders = 40% 11th graders = 43%</p>	<p>Supplement home to school transportation services for low-income students above the base for a safe access to school. Additional access is provided for low-income families without means of transportation.</p> <p>Most recent reporting on chronic absenteeism rate for low-income students was higher than the state.</p>	<p>• CA Healthy Kids Survey (CHKS) Safe or Very Safe School Percentage of students in grades 5,7,9 and 11 who perceived they feel safe at school all or most of the time.</p>
Goal 2 Action 6	<p>2023-2024 CA Healthy Kids Survey (CHKS) Measured by the average percentage of 5th, 7th, 9th, and 11th-grade students responding all or most of the time or agree or strongly agree to the statement there is a teacher or some other adult from my school who really cares about me.”</p> <p>5th grades = 62% 7th graders = 55% 9th graders = 54% 11th graders = 59%</p>	<p>Student engagement is an important link to school connectedness and increased student achievement.</p> <p>Provide supplemental resources to increase access to instrumental music and visual and performing arts programs for low income, English learners and foster youth as defined as a broad course study in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220.</p> <p>Families of English learners are unsure of equipment needs or where to access. Low income families and foster youth often times do not have the means to participate in extra-curricular activities. Provide supplemental resources over and above for after school/ extracurricular physical fitness programs educating the total student. Supplemental resources in the form of equipment, field/facilities improvement, uniforms, athletic trainer and staff stipends provided to ensure equitable opportunities for underserved low income, English Learners and foster youth.</p>	<p>• CA Healthy Kids Survey (CHKS) Caring Relationships Measured by the average percentage of 5th, 7th, 9th, and 11th-grade students responding all or most of the time or agree or strongly agree to the statement there is a teacher or some other adult from my school who really cares about me.”</p>
Goal 3 Action 1	<p>Local Control Funding Formula (LCFF) Priority 3 Self-Reflection Tool for Parent Involvement and Family Engagement (Priority 3)</p> <p>Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.</p> <p>Scale: 1 – Exploration and Research 2 – Beginning Development 3 – Initial Implementation 4 – Full Implementation 5 – Full Implementation and Sustainability</p> <p>2023-2024 Parent Focus Group rated the district implementation as a “4.”</p>	<p>School Community Liaisons will support Spanish-speaking parents and/or low-income families who cannot afford resources to engage them and make them partners in their child's education. Services can include facilitating and implementing parent workshops, outreach to parents of chronically absent students, translating for the Spanish-speaking parent, serving as the bridge between the school and the home.</p>	<p>• Review of Title I School Community Liaison logs. • Review of Title I Parent Engagement logs. • Local Control Funding Formula (LCFF) Priority 3 Self-Reflection Tool for Parent Involvement and Family Engagement (Priority 3)</p>



Goal 3 Action 2	Based on stakeholder discussions during the focus group exercise, the district established two focus areas for improvement and building partnerships for positive student outcomes. One area is to increase services in providing families with information and resources to support student learning and development in the home.	<p>Baldwin Park Unified School District will continue to provide multiple methods of parent communication for parents. Synergy and Parent Square are two systems to be investigated as tools to facilitate school-to-parent communication for unduplicated population.</p> <p>Parent Square will translate messages for parents of English learners. Teachers and school staff can monitor who did and did not receive a message.</p> <p>Tools provide a variety of ways to send a message. According to a recent article on mobile communication, “While free phones from a governmental program are available, most residents at the shelter purchased and used smartphones to communicate to the outside world. They used them to access the internet, post on their social media accounts, search for jobs, and deposit money into their bank accounts.” The use of a variety of platforms for a single message will increase communication with low-income families.</p>	• Improvement on the Local Indicator - Parent and Family Engagement – Priority 3.
Goal 3 Action 3	<p>Need is established through data from the annual CDE Language Group Data posted on the CDE DataQuest.</p> <p>2023-2024 Total Enrollment that is EL or FEP</p> <ul style="list-style-type: none"> <li>• Spanish 46.18%</li> <li>• Vietnamese 1.88%</li> <li>• Cantonese 1.79%</li> <li>• Mandarin 1.21%</li> </ul> <p>Total EL or FEP is 52.57%</p>	District translator to provide parents of English learners and parents in need of American Sign Language (ASL) an opportunity to engage in their child's learning.	• LCAP parent survey will reflect an increased sense of connectedness/ communication to the school and district.
Goal 3 Action 4	Actions for Goal 3 were influenced through collaborative stakeholder discussions. In a focus group exercise, the district, in partnership with various stakeholders, identified two focus areas for improvement and building partnerships for positive student outcomes. An area was to increase opportunities for families, teachers, principals, and district administrators to collaborate in planning, designing, implementing, and evaluating family engagement activities at school and district levels. This collaborative approach underscores the shared responsibility and collective effort in shaping positive student outcomes.	Continue to collaborate with community and government officials to hold a district wide college fair. Provide workshops during the fair designed to meet the needs of low income, English learners and foster youth. Provide translators for Spanish-speaking parents.	<ul style="list-style-type: none"> <li>• Review of participation logs and numbers at district wide events.</li> <li>• Review of sign in sheets at district wide parent engagement workshops.</li> </ul>

Goal 3 Action 5	2024 LCAP Survey “I believe the school values parents/guardians as important partners in their student’s education.” 88.01% of families surveyed strongly agreed or agreed, versus 2.70% disagreed or strongly disagreed.	<p>A national survey conducted by the U.S. Department of Education finds that English-proficient parents are more likely to attend and participate in parent-teacher conferences, school events, and school volunteer work than parents of English learners.</p> <p>Initially, low-income parents may often be consumed by the challenges of trying to make a living, but if their children become successful at school, gratified families will support the schools in any way they can; good schooling comes before parental support, not the other way around.</p> <p>Volunteer tools will streamline the process of getting parents of English learners and low-income students into the school to volunteer. Fingerprinting has been a barrier to low income parents volunteering.</p>	<ul style="list-style-type: none"> <li>• Increase the number of parent volunteers each school year.</li> <li>• Increase in the LCAP Parent Survey in the percentage of parents responding agree or strongly agree to the statement, “I believe the school values parents/guardians as important partners in their student’s education.”</li> </ul>
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## 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 #(s)	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
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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.

N/A

## 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.

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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		23.54
Staff-to-student ratio of certificated staff providing direct services to students		14.08

# Action Tables

## 2024-2025 Total Planned Expenditures Table

LCAP Year (Input)	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 %)
2024-2025	\$108,820,401.00	\$44,788,299.00	41.16%	1.58%	42.74%

Totals:	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals:	\$144,997,261.00	\$16,734,767.00	\$163,253.00	\$7,582,542.00	\$169,477,823.00	\$150,646,536.00	\$18,831,287.00

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	Staff to Support Academic Achievement	All	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools		\$12,658,486	\$0	\$11,142,154	\$477,233	\$0	\$1,039,099	\$12,658,486	0.00%
1	2	Paraprofessional and Classified Staff to Support Identified Student Groups	English learner (EL)	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	Specific Schools, Tracy Elementary School, All Schools		\$2,770,473	\$0	\$2,294,577	\$0	\$0	\$475,896	\$2,770,473	0.00%
1	3	Actions Above the Base to Support Implementation of State Standards	English learner (EL), White, Student with Disabilities (SWD), Foster Youth, Homeless	Yes	LEA-wide	Low Income, English learner (EL), Foster Youth	All Schools, Specific Schools, Charles D. Jones		\$224,720	\$2,351,993	\$2,576,713	\$0	\$0	\$0	\$2,576,713	0.00%

1	4	Professional Learning and Related Materials to Support Implementation of State Standards and Increasing Content Knowledge and Cultural Relevance	All	Yes	LEA-wide	Foster Youth, Low Income, English learner (EL)	All Schools		\$1,205,737	\$51,902	\$1,257,639	\$0	\$0	\$0	\$1,257,639	0.00%
1	5	Science, Technology, Engineering, and Math Integration	All	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools		\$634,563	\$465,981	\$1,100,544	\$0	\$0	\$0	\$1,100,544	0.00%
1	6	Differentiated Support and Program Options for Advanced Learning		Yes	LEA-wide	Foster Youth, Low Income, English learner (EL)	All Schools		\$112,179	\$195,336	\$307,515	\$0	\$0	\$0	\$307,515	0.00%
1	7	Equitable Access and Opportunities of Support for All Students to Achieve		Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools		\$4,386,277	\$3,686,864	\$2,480,529	\$3,840,510	\$0	\$1,752,102	\$8,073,141	0.00%
1	8	Increasing College/Career Readiness	Foster Youth, Student with Disabilities (SWD)	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools		\$4,313,112	\$68,010	\$4,381,122	\$0	\$0	\$0	\$4,381,122	0.00%
1	9	Career and Technical Education Pathways and Programs	Foster Youth, Student with Disabilities (SWD)	Yes	LEA-wide	English learner (EL)	All Schools		\$168,504	\$1,146,228	\$1,191,143	\$0	\$0	\$123,589	\$1,314,732	0.00%
1	10	Standards Aligned Supplemental Instructional Materials and Support		Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools		\$0	\$778,602	\$778,602	\$0	\$0	\$0	\$778,602	0.00%
1	11	Increasing Student Access to State Standards	White, English learner (EL), Foster Youth, Homeless, Student with Disabilities (SWD)	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools		\$2,093,946	\$46,950	\$2,140,896	\$0	\$0	\$0	\$2,140,896	0.00%
1	12	Staff to Support Technology Integration with Teaching and Learning		Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools		\$2,228,159	\$0	\$2,228,159	\$0	\$0	\$0	\$2,228,159	0.00%
1	13	Instructional Technology and Support		Yes	LEA-wide	Foster Youth, English learner (EL), Low Income	All Schools		\$0	\$3,218,025	\$3,218,025	\$0	\$0	\$0	\$3,218,025	0.00%

1	14	Class Size Reduction and Lower-Class Sizes		Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools		\$5,084,934	\$0	\$5,084,934	\$0	\$0	\$0	\$5,084,934	0.00%
1	15	Measuring Student Learning Through Assessment		Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools		\$1,067,862	\$0	\$1,067,862	\$0	\$0	\$0	\$1,067,862	0.00%
1	16	Teachers and Support Staff Salaries		No					\$103,637,064	\$0	\$90,806,462	\$9,580,502	\$0	\$3,250,100	\$103,637,064	0.00%
1	17	Supporting English Learners	English learner (EL)	No					\$0	\$0	\$0	\$0	\$0	\$0	\$0	0.00%
1	18	Supporting Long-term English Learners		No					\$0	\$0	\$0	\$0	\$0	\$0	\$0	0.00%
1	19	English Language Development		No					\$0	\$0	\$0	\$0	\$0	\$0	\$0	0.00%
2	1	Student Wellness		Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools		\$1,539,217	\$1,817,544	\$2,369,217	\$314,589	\$97,852	\$575,103	\$3,356,761	0.00%
2	2	Social Emotional Support for the Whole Student	African-American	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools		\$1,275,770	\$1,047,542	\$1,275,770	\$845,962	\$0	\$201,580	\$2,323,312	0.00%
2	3	Safe, Secure, and Peaceful Schools		Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools		\$1,969,141	\$162,229	\$1,990,822	\$0	\$65,401	\$75,147	\$2,131,370	0.00%
2	4	Student and Staff Safety		Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools		\$0	\$1,606,500	\$1,606,500	\$0	\$0	\$0	\$1,606,500	0.00%
2	5	Home to School Safety		Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools		\$1,265,385	\$0	\$0	\$1,265,385	\$0	\$0	\$1,265,385	0.00%
2	6	Beyond the Classroom		Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools		\$3,034,765	\$711,500	\$3,746,265	\$0	\$0	\$0	\$3,746,265	0.00%
3	1	Home-School Connectedness		Yes	LEA-wide	Foster Youth, Low Income, English learner (EL)	All Schools		\$770,666	\$417,586	\$777,666	\$410,586	\$0	\$0	\$1,188,252	0.00%
3	2	Parental Involvement and Family Engagement Communication Tools		Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools		\$80,492	\$458,000	\$538,492	\$0	\$0	\$0	\$538,492	0.00%
3	3	Translation and Interpretation Services		Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools		\$116,065	\$14,000	\$130,065	\$0	\$0	\$0	\$130,065	0.00%

3	4	Parent, Family, and Community Engagement Activities		Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools		\$9,019	\$89,141	\$23,019	\$0	\$0	\$75,141	\$98,160	0.00%
3	5	Parent, Family, and Community Engagement Tools		Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools		\$0	\$34,785	\$20,000	\$0	\$0	\$14,785	\$34,785	0.00%
4	1	Professional Development and Coaching	Student with Disabilities (SWD), Low Income, Homeless, Hispanic or Latino, All	No					\$0	\$150,000	\$150,000	\$0	\$0	\$0	\$150,000	0.00%
4	2	Social Services Support	Student with Disabilities (SWD), All	No					\$0	\$100,000	\$100,000	\$0	\$0	\$0	\$100,000	0.00%
4	3	Online Supports	Student with Disabilities (SWD), Low Income, Homeless, Hispanic or Latino, All	No					\$0	\$100,000	\$100,000	\$0	\$0	\$0	\$100,000	0.00%
4	4	Family and Community Engagement	Student with Disabilities (SWD), All	No					\$0	\$39,939	\$39,939	\$0	\$0	\$0	\$39,939	0.00%
5	1	Online Supports	Foster Youth, Student with Disabilities (SWD), English learner (EL), Homeless	No					\$0	\$30,000	\$30,000	\$0	\$0	\$0	\$30,000	0.00%

5	2	Professional Development	English learner (EL), White, Homeless, Foster Youth, Student with Disabilities (SWD), African-American	No					\$0	\$12,630	\$12,630	\$0	\$0	\$0	\$12,630	0.00%
5	3	Resources for Equitable Access	Foster Youth, Student with Disabilities (SWD), Homeless	No					\$0	\$30,000	\$30,000	\$0	\$0	\$0	\$30,000	0.00%



# 2024-2025 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
\$108,820,401.00	\$44,788,299.00	41.16%	1.58%	42.74%	\$53,728,230.00	0.00%	49.37%	Total:	\$53,728,230.00
								LEA-wide Total:	\$53,728,230.00
								Limited Total:	
								Schoolwide Total:	\$0.00

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	Staff to Support Academic Achievement	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	\$11,142,154.00	0.00%
1	2	Paraprofessional and Classified Staff to Support Identified Student Groups	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	Specific Schools, Tracy Elementary School, All Schools	\$2,294,577.00	0.00%
1	3	Actions Above the Base to Support Implementation of State Standards	Yes	LEA-wide	Low Income, English learner (EL), Foster Youth	All Schools, Specific Schools, Charles D. Jones	\$2,576,713.00	0.00%

1	4	Professional Learning and Related Materials to Support Implementation of State Standards and Increasing Content Knowledge and Cultural Relevance	Yes	LEA-wide	Foster Youth, Low Income, English learner (EL)	All Schools	\$1,257,639.00	0.00%
1	5	Science, Technology, Engineering, and Math Integration	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	\$1,100,544.00	0.00%
1	6	Differentiated Support and Program Options for Advanced Learning	Yes	LEA-wide	Foster Youth, Low Income, English learner (EL)	All Schools	\$307,515.00	0.00%
1	7	Equitable Access and Opportunities of Support for All Students to Achieve	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	\$2,480,529.00	0.00%
1	8	Increasing College/Career Readiness	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	\$4,381,122.00	0.00%
1	9	Career and Technical Education Pathways and Programs	Yes	LEA-wide	English learner (EL)	All Schools	\$1,191,143.00	0.00%
1	10	Standards Aligned Supplemental Instructional Materials and Support	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	\$778,602.00	0.00%
1	11	Increasing Student Access to State Standards	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	\$2,140,896.00	0.00%
1	12	Staff to Support Technology Integration with Teaching and Learning	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	\$2,228,159.00	0.00%
1	13	Instructional Technology and Support	Yes	LEA-wide	Foster Youth, English learner (EL), Low Income	All Schools	\$3,218,025.00	0.00%
1	14	Class Size Reduction and Lower-Class Sizes	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	\$5,084,934.00	0.00%
1	15	Measuring Student Learning Through Assessment	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	\$1,067,862.00	0.00%
2	1	Student Wellness	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	\$2,369,217.00	0.00%

2	2	Social Emotional Support for the Whole Student	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	\$1,275,770.00	0.00%
2	3	Safe, Secure, and Peaceful Schools	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	\$1,990,822.00	0.00%
2	4	Student and Staff Safety	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	\$1,606,500.00	0.00%
2	5	Home to School Safety	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	\$0.00	0.00%
2	6	Beyond the Classroom	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	\$3,746,265.00	0.00%
3	1	Home-School Connectedness	Yes	LEA-wide	Foster Youth, Low Income, English learner (EL)	All Schools	\$777,666.00	0.00%
3	2	Parental Involvement and Family Engagement Communication Tools	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	\$538,492.00	0.00%
3	3	Translation and Interpretation Services	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	\$130,065.00	0.00%
3	4	Parent, Family, and Community Engagement Activities	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	\$23,019.00	0.00%
3	5	Parent, Family, and Community Engagement Tools	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	\$20,000.00	0.00%

## 2023-24 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	\$ 157,906,190.00	\$ 153,423,494.50

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	Support for Credential Teachers and Classified Staff	Yes	\$ 11,419,729	\$ 11,998,452
1	2	Paraprofessional and Classified Support	Yes	\$ 3,202,169	3,504,031
1	3	Curriculum Committees to Support Implementation of State Standards	Yes	\$ 2,844,820	\$ 1,081,116
1	4	Professional Development to Support Implementation of State Standards	Yes	\$ 1,177,507	\$ 1,524,874
1	5	Science, Technology, Engineering, and Math Integration	Yes	\$ 1,061,315	\$ 1,469,897
1	6	Advanced Learning Programs	Yes	\$ 280,414	\$ 2,527,102
1	7	Expanded Learning Programs	Yes	\$ 4,460,277	\$ 2,278,694
1	8	College and Career Readiness	Yes	\$ 4,433,421	\$ 4,387,441
1	9	Career and Technical Education	Yes	\$ 1,256,892	\$ 1,358,359
1	10	Supplemental Instructional Materials	Yes	\$ 782,460	\$ 955,320
1	11	Co-Teaching	Yes	\$ 2,093,946	\$ 2,310,332
1	12	Staff to Support Digital Literacy	Yes	\$ 2,228,159	\$ 2,454,869
1	13	Instructional Technology and Support	Yes	\$ 3,368,025	\$ 3,460,773
1	14	Class Size Reduction and Lower Class Sizes	Yes	\$ 5,084,934	\$ 5,622,667
1	15	Student Assessments	Yes	\$ 1,067,862	\$ 1,098,058
1	16	Certificated and Classified support salaries	No	\$ 95,516,440	\$ 93,589,252
1	17	Supporting English Learners	No	\$ -	\$ -
1	18	English Language Development	No	\$ -	\$ -
2	1	Student Wellness	Yes	\$ 3,364,656	\$ 3,115,860
2	2	Social-Emotional Wellness	Yes	\$ 2,926,168	\$ 1,412,813
2	3	Student and Staff Safety	Yes	\$ 2,669,668	\$ 1,969,697

[illegible]

## 2023-24 Contributing Actions Annual Update Table

6. Estimated Actual 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 Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
\$ 49,365,993	\$ 55,001,145	\$ 53,229,017	\$ 1,772,128	0.00%	0.00%	0.00% - No Difference

[illegible]

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)
\$ 116,292,092	\$ 49,365,993	4.90%	47.35%	\$ 53,229,017	0.00%	45.77%	\$ 1,835,288.43	1.58%





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

- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).
  - **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC* Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.
- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

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

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

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

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

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

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

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

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

## Plan Summary

### Purpose

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

## Requirements and Instructions

### ***General Information***

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

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

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

### ***Reflections: Annual Performance***

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

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

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

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

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

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

### ***Reflections: Technical Assistance***

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

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

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

### ***Comprehensive Support and Improvement***

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

#### **Schools Identified**

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

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

#### **Support for Identified Schools**

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

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

#### **Monitoring and Evaluating Effectiveness**

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

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

## **Engaging Educational Partners**

# Purpose

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

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

## Requirements

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

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

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

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

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

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

- Students

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

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

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

- For school districts, see [Education Code Section 52062 \(California Legislative Information\)](#);
  - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see [Education Code Section 52068 \(California Legislative Information\)](#); and
- For charter schools, see [Education Code Section 47606.5 \(California Legislative Information\)](#).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

## Instructions

### ***Respond to the prompts as follows:***

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

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

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

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

### ***Complete the table as follows:***

Educational Partners

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

### Process for Engagement

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

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

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

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

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is not necessarily limited to:
  - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
  - Inclusion of metrics other than the statutorily required metrics
  - Determination of the target outcome on one or more metrics
  - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
  - Inclusion of action(s) or a group of actions
  - Elimination of action(s) or group of actions
  - Changes to the level of proposed expenditures for one or more actions
  - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
  - Analysis of effectiveness of the specific actions to achieve the goal
  - Analysis of material differences in expenditures
  - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process

- Analysis of challenges or successes in the implementation of actions

## Goals and Actions

### Purpose

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

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

### Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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

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

### Requirement to Address the LCFF State Priorities



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

Respond to the following prompts, as applicable:

**Focus Goal(s)**

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

#### Type of Goal

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

#### State Priorities addressed by this goal.

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

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

Explain why the LEA has chosen to prioritize this goal.

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

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

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

**Note:** EC Section [42238.024\(b\)\(1\) \(California Legislative Information\)](#) 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.
  - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:

- The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
- The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

#### Metric #

- Enter the metric number.

#### Metric

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

#### Baseline

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

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

#### Year 1 Outcome

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

#### Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
  - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

#### Target for Year 3 Outcome

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

#### Current Difference from Baseline

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

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

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

**Goal Analysis:**

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

**Actions:**

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

Action #

- Enter the action number.

Title

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



## Description

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

## Total Funds

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

## Contributing

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

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

## Required Actions

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

- If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.
- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.
- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
  - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
  - These required actions will be effective for the three-year LCAP cycle.

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

### Purpose

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

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

### Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the “minimum proportionality percentage” or “MPP.” The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the

identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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

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

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

***LEA-wide and Schoolwide Actions***

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

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

***For School Districts Only***

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

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

**Requirements and Instructions**

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

#### Projected Additional 15 percent LCFF Concentration Grant

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

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

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

#### LCFF Carryover — Percentage

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

#### LCFF Carryover — Dollar

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

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

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

## Required Descriptions:

### ***LEA-wide and Schoolwide Actions***

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

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

Complete the table as follows:

**Identified Need(s)**

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

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

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

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

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

**Metric(s) to Monitor Effectiveness**

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

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

**Limited Actions**

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

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

Complete the table as follows:

**Identified Need(s)**

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

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

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

## Metric(s) to Monitor Effectiveness

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

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

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

## Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.
- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.
- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.
- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

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

## Action Tables

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

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

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

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

## Total Planned Expenditures Table

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

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.  
  
See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5



CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.

- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***
- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
  - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
  - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
  - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
  - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
  - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA’s LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
  - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

## Contributing Actions Table

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

## Annual Update Table

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

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

## Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
  - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and

determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

## LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

## Calculations in the Action Tables

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

### ***Contributing Actions Table***

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

## ***Contributing Actions Annual Update Table***

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

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

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

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

- This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).

- **7. Total Estimated Actual Expenditures for Contributing Actions**

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

- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**

- This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).

- **5. Total Planned Percentage of Improved Services (%)**

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

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

- This amount is the total of the Estimated Actual Percentage of Improved Services column.

- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**

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

## ***LCFF Carryover Table***

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

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

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.
- **13. LCFF Carryover — Percentage (12 divided by 9)**
  - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).