

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Duarte Unified School District

CDS Code: 19644690000000

School Year: 2024-25

LEA contact information:

Nadia Hillman

Assistant Superintendent Educational Services

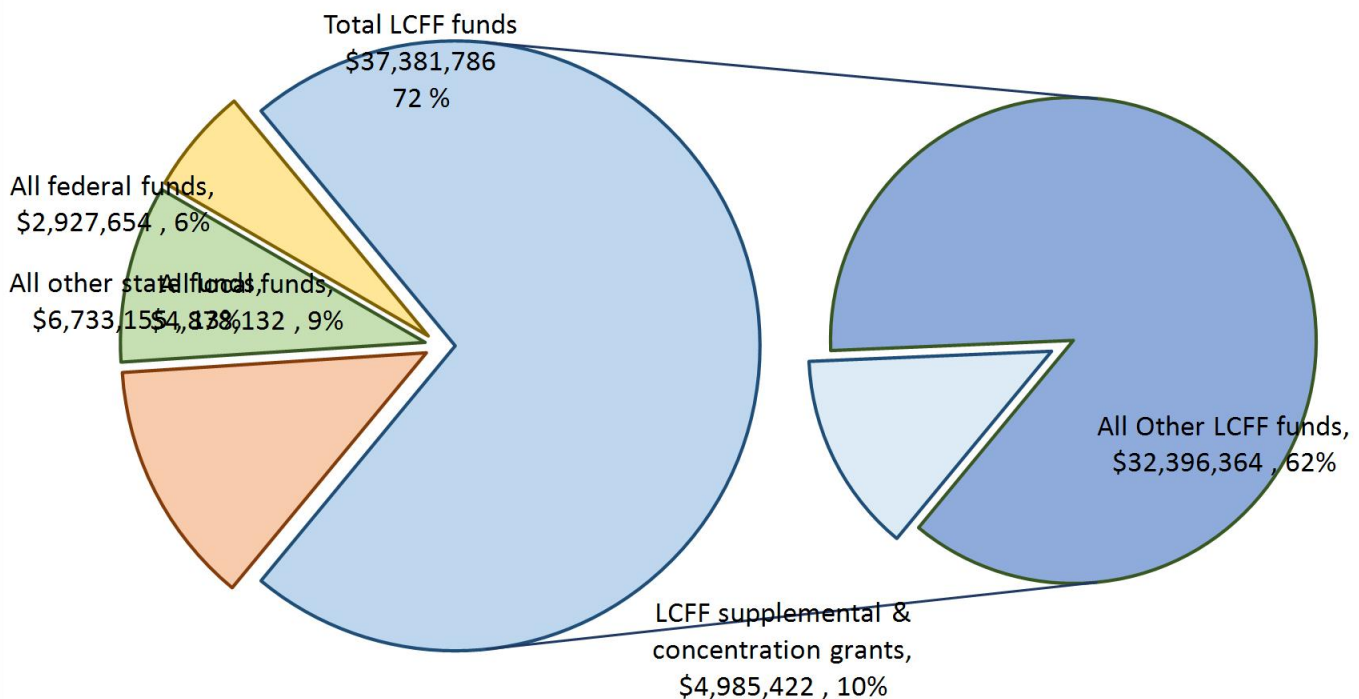
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6265995011

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

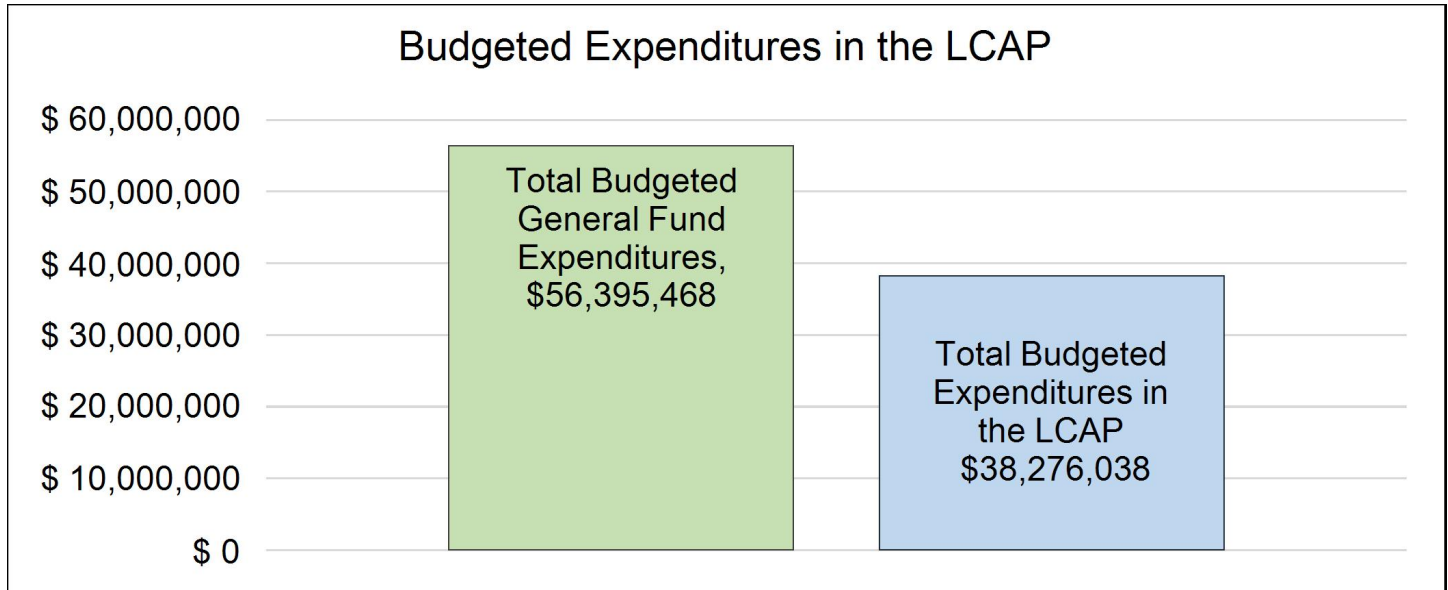


This chart shows the total general purpose revenue Duarte Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Duarte Unified School District is \$51,920,727, of which \$37,381,786.00 is Local Control Funding Formula (LCFF), \$6,733,155.00 is other state funds, \$4,878,132.00 is local funds, and \$2,927,654.00 is federal funds. Of the \$37,381,786.00 in LCFF Funds, \$4,985,422.00 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 Duarte 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: Duarte Unified School District plans to spend \$56,395,468.00 for the 2024-25 school year. Of that amount, \$38,276,038.00 is tied to actions/services in the LCAP and \$18,119,430 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

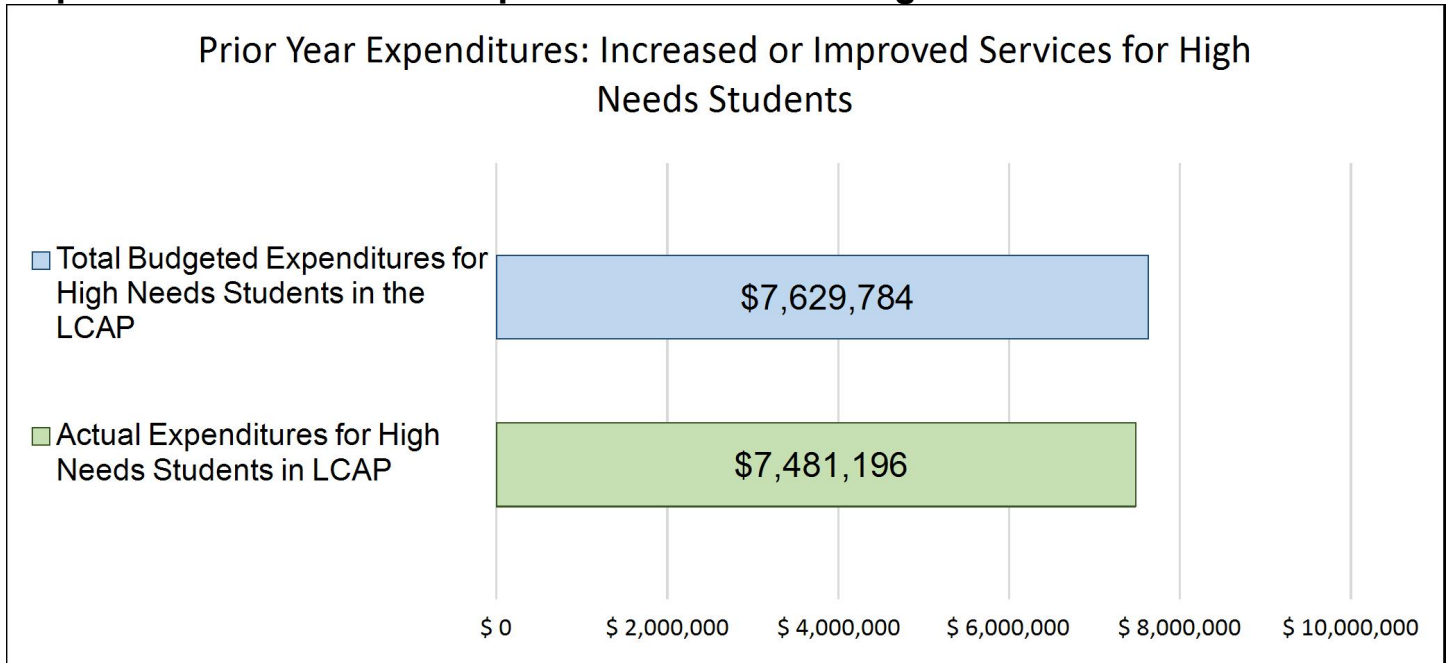
The LCAP does not include district operating expenses, including but not limited to, salaries and benefits, core textbooks and other operational supplies, special education services, routine program costs such as transportation, maintenance and operation costs, routine services provided to the district, or capital outlay.

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

In 2024-25, Duarte Unified School District is projecting it will receive \$4,985,422.00 based on the enrollment of foster youth, English learner, and low-income students. Duarte Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Duarte Unified School District plans to spend \$4,985,422.00 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 Duarte 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 Duarte 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, Duarte Unified School District's LCAP budgeted \$7,629,784.00 for planned actions to increase or improve services for high needs students. Duarte Unified School District actually spent \$7,481,196.00 for actions to increase or improve services for high needs students in 2023-24.

The difference between the budgeted and actual expenditures of \$-148,588 had the following impact on Duarte Unified School District's ability to increase or improve services for high needs students:

Due to changes in enrollment and a compressed master schedule, some classes were not needed as anticipated.

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
Duarte Unified School District	Nadia Hillman Assistant Superintendent Educational Services	nhillman@duarteusd.org 6265995011

Goals and Actions

Goal

Goal #	Description
1	Provide equitable access to teaching and learning that improves academic achievement for all students and closes the achievement gap.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Graduation Rate for all students Data Source: CA School Dashboard	The graduation rate for all students in the Class of 2020 was 90%.	The graduation rate for all students in the Class of 2021 was 90%	The graduation rate for all students in the Class of 2022 was 90%	The graduation rate for all student in the Class of 2023 was 84%	100% of all students will graduate from high school.
Graduation Rate for low-income students. Data Source: CA School Dashboard	The graduation rate for low-income students in the Class of 2020 was 91%.	The graduation rate for low-income students in the Class of 2021 was 89%	The graduation rate for low-income students in the Class of 2022 was 90%	The graduation rate for low-income students in the Class of 2023 was 85%	100% of low-income students will graduate from high school.
Graduation rate for English learners. Data Source: CA School Dashboard	The graduation rate for English learners in the Class of 2020 was 78%	The graduation rate for English learners in the Class of 2021 was 90%	The graduation rate for English learners in the Class of 2022 was 87%	The graduation rate for English learners in the Class of 2023 was 85%	100% of English learners will graduate from high school.
English Language Arts achievement for all students. https://caaspp-elpac.ets.org/caaspp/	In 2019, 55% of all students met or exceeded on SBAC English Language Arts.	In 2021, 44% of all students met or exceeded standard on SBAC English Language Arts	In 2022, 47% of all students met or exceeded standard on SBAC English Language Arts	In 2023, 47% of all students met or exceeded standard on SBAC English Language Arts	80% of all students will meet or exceed standard on SBAC English Language Arts.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
English Language Arts Achievement for low-income students. https://caaspp-elpac.ets.org/caaspp/	In 2019, 46% of low-income students met or exceeded on SBAC English Language Arts.	In 2021, 34% of low-income students met or exceeded standard on SBAC English Language Arts	In 2022, 37% of low-income students met or exceeded standard on SBAC English Language Arts	In 2023, 36% of low-income students met or exceeded standard on SBAC English Language Arts	80% of low-income students will meet or exceed standard on SBAC English Language Arts.
English Language Arts Achievement for English learner students. https://caaspp-elpac.ets.org/caaspp/	In 2019, 18% of English learner students met or exceeded standard on SBAC English Language Arts.	In 2021, 14% of English learner students met or exceeded standard on SBAC English Language Arts.	In 2022, 17% of English learner students met or exceeded standard on SBAC English Language Arts.	In 2023, 17% of English learner students met or exceeded standard on SBAC English Language Arts.	50% of English learner students will meet or exceed standard on SBAC English Language Arts .
English Language Arts achievement for students with disabilities. https://caaspp-elpac.ets.org/caaspp/	In 2019, 16.35% of students with disabilities met or exceeded standard on SBAC English Language Arts.	In 2021, 15.48% of students with disabilities met or exceeded standard on SBAC English Language Arts.	In 2022, 13% of students with disabilities met or exceeded standard on SBAC English Language Arts.	In 2023, 14% of students with disabilities met or exceeded standard on SBAC English Language Arts.	50% of students with disabilities will meet or exceed standard on SBAC English Language Arts.
Mathematics achievement for all students. https://caaspp-elpac.ets.org/caaspp/	In 2019, 41% of all students met or exceeded standard on SBAC Mathematics.	In 2021, 31% of all students met or exceeded standard on SBAC Mathematics.	In 2022, 32% of all students met or exceeded standard on SBAC Mathematics.	In 2023, 32% of all students met or exceeded standard on SBAC Mathematics.	80% of all students will meet or exceed standard on SBAC Mathematics.
Mathematics achievement for low-income students. https://caaspp-elpac.ets.org/caaspp/	In 2019, 32% of low-income students met or exceeded standard	In 2021, 23% of low-income students met or exceeded standard	In 2022, 24% of low-income students met or exceeded standard	In 2023, 24% of low-income students met or exceeded standard	80% of low-income student will meet or exceed standard on SBAC Mathematics.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
p-elpac.ets.org/caaspp/	on SBAC Mathematics.	on SBAC Mathematics.	on SBAC Mathematics.	on SBAC Mathematics.	
Mathematics achievement for students with disabilities. https://caaspp-elpac.ets.org/caaspp/	In 2019, 12.61% of students disabilities met or exceeded standards on SBAC Mathematics..	In 2021, 10.79% of students with disabilities met or exceeded standard on SBAC Mathematics.	In 2022, 8% of students with disabilities met or exceeded standard on SBAC Mathematics.	In 2023, 9% of students with disabilities met or exceeded standard on SBAC Mathematics.	50% of students with disabilities will meet or exceed standard on SBAC Mathematics.
Mathematics Achievement for English learner students. https://caaspp-elpac.ets.org/caaspp/	In 2019, 15% of English learner students met or exceeded standard on SBAC Mathematics.	In 2021, 11% of English learner students met or exceeded standard on SBAC Mathematics.	In 2022, 13% of English learner students met or exceeded standard on SBAC Mathematics.	In 2023, 11% of English learner students met or exceeded standard on SBAC Mathematics.	50% of English learner students will meet or exceed standard on SBAC Mathematics.
Science Achievement as measured by the California Science Test https://caaspp-elpac.ets.org/caaspp/	In 2021, 28.72% of all students met or exceeded standard for science.	2021 was the baseline year. No outcome data available for Year 1.	In 2022, 25% of all students met or exceeded standard on the California Science Test.	In 2023, 23% of all students met or exceeded standard on the California Science Test.	80% of all students will meet or exceed standard on the California Science Test.
Science Achievement for low-income students as measured by the California Science Test. https://caaspp-elpac.ets.org/caaspp/	In 2021, 16.88% of low- income students met or exceeded standard for science.	2021 was the baseline year. No outcome data available for Year 1.	In 2022, 20% of low-income students met or exceeded standard on the California Science Test.	In 2023, 15% of low-income students met or exceeded standard on the California Science Test.	80% of low-income students will meet or exceed standard on the California Science Test.
Science Achievement for English learner	In 2021, 2.44% of English learner	2021 was the baseline year. No outcome	In 2022, 5% of English learner students met	In 2023, 1% of English learner students met	50% of English learner students will

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
students as measured by the California Science Test. https://caaspp-elpac.ets.org/caaspp/	students met or exceeded standard on the California Science Test.	data available for Year 1.	or exceeded standard on the California Science Test.	or exceeded standard on the California Science Test.	meet or exceed standard on the California Science Test.
English Learner Progress Indicator Data Source: CA School Dashboard	In 2019, 50.2% of English learner students were making progress towards English language proficiency.	The English Learner Progress Indicator was not published on the 2020 or 2021 CA Dashboard. The alternative metric is the student performance on the summative SBAC In 2021, 21.31% of English learner students scored proficient on the ELPAC	In 2022, 48.20% of English learner students were making progress towards English Language Proficiency as reported on the 2022 CA School Dashboard.	In 2023. 50.7% of English learner students were making progress towards English Language Proficiency as reported on the 2023 CA School Dashboard.	100% of English learner students will make progress towards English language proficiency.
Implementation of State Standards Data Source: Local Indicator of CA School Dashboard and CAISchIs California School Staff Survey Report (CSSS)	Duarte Unified met standard of implementation of state standards as reported on the 2019 California School Dashboard.	Duarte Unified met standard of implementation of state standards as reported on the 2021 California School Dashboard.	Duarte Unified met standard of implementation of state standards as reported on the 2022 California School Dashboard.	Duarte Unified met standard of implementation of state standards as reported on the 2023 California School Dashboard. and CSSS results: Professional Development Needs 39% - Positive behavior support and	Full implementation of state standards will be sustained as reported on the California School Dashboard.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				classrooms management 46% - Creating a positive school climate 39% - Working with diverse racial, ethnic, or cultural groups 55% - Meeting the social, emotional, and developmental needs of youth.	
Local Assessment: Reading Inventory	In 2020-21, 57% of students met performance standard of proficient or advanced on the Reading Inventory.	In 2021-22, 46% of students met performance standard of proficient or advanced on the Reading Inventory.	In 2022-23, 46% of students met performance standard of proficient or advanced on the Reading Inventory.	In 2023-24, 46% of students met performance standard of proficient or advanced on the Reading Inventory.	100% of students will meet the proficiency standard of proficient or advanced in reading on the local assessment.
Reclassification Rate for English Learners. Data source: CALPADS	For the year 2020-21, the reclassification rate was 8.5%.	2021-22 outcome data not yet available.	For the 2021-22 school year, the reclassification rate was 6.77%	For the 2022-23 school year, the reclassification rate was 9% Data source CALPADS	The reclassification rate for English learners will be 10%.
High School Dropout Rate Data source: CALPADS	In 2019-20, 1 of 288 students was dropped out of high school.	In 2020-21, 9 students dropped out of high school.	In 2021-22, 14 students dropped out of high school.	In 2022-23, 14 students dropped out of high school. CALPADS Report 8.1b	All students will complete high school; 0 high school dropouts.
Middle School Dropout Rate	In 2019-20, there were no students who	In 2020-21, there were no students who	In 2021-22, 1 student dropped out of middle school.	In 2022-23, 1 student dropped out of middle school.	All students will complete middle

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Data source: CALPADS	dropped out of middle school.	dropped out of middle school.		school. CALPADS Report 8.1b	school; 0 middle school dropouts.
Access to a Broad Course of Study Data Source:Local Indicator on the CA School Dashboard and a-g completion, AP Pass rate and the Early Admission Program (EAP)	On the 2019 CA School Dashboard, Duarte Unified met standard on the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code for Grades 1-6 and 7-12.	On the 2021 CA School Dashboard, Duarte Unified met standard on the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code for Grades 1-6 and 7-12.	On the 2022 CA School Dashboard, Duarte Unified met standard on the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code for Grades 1-6 and 7-12.	On the 2023 CA School Dashboard, Duarte Unified met standard on the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code for Grades 1-6 and 7-12. a-g completion 28% CTE Completers Dual Enrollment - Early College	Duarte Unified will continue to meet standard on the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code for Grades 1-6 and 7-12.

Goal Analysis

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

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

1.1 Supplemental resources targeted to close the achievement gap were implemented as planned. These resources include instructional materials and teacher collaboration time to design interventions that effectively meet the targeted needs of at-risk students including English learners, foster youth, and low-income students. Teacher and Learning Coaches facilitated intervention planning and provided direct instruction to at-risk students. The estimated actual expenditures represent 95% of the budgeted expenditures.

1.2 Class Size Reduction Initiative was implemented as planned. Classrooms with high numbers of English learners, low-income students, and foster youth were kept small so that teachers could provide Tier II intervention in small groups and individualized support to target the needs of these students who are at-risk. The estimated expenditures represent 91% of the budgeted expenditures.

1.3 English Learner Supports was partially implemented. English learners were provided support from bilingual aides. Some positions were unfilled due to lack of appropriately qualified staff. The estimated expenditures represent 67% of the budgeted expenditures.

1.4 AVID Student Success Initiative was implemented. We did not offer AVID classes this school year due to low enrollment. Students opted to enroll in Early College classes instead of AVID classes. The Early College classes provided students with similar college preparation experiences to what AVID classes offer.

1.5 Title I Programs were implemented as planned at the schools that were allocated Title I funds (Beardslee, Maxwell, Duarte High School, MIT.) The estimated expenditures represent 100% of planned expenditures.

1.6 Read Intervention Program was implemented less than anticipated. Fewer students enrolled in the Read 180/System 44 class at Duarte High School which resulted in the need for fewer books and software licenses. The estimated expenditures represent 70% of the planned expenditures.

1.7 MTSS was implemented as planned. Each school site utilized the tools provided by the expenditures of this action to monitor student academic growth and to organize appropriate interventions. The estimated expenditures represent 100% of the planned expenditures.

1.8 New Teacher Support was partially implemented. New teachers were provided support in meeting the specific needs of student subgroups including English Learners, foster, and low income students. The number of new teachers was less than originally anticipated. The estimated actual expenditures represent 53% of the planned expenditures.

1.9 Technology Initiative was partially implemented. Students were provided 1:1 Chromebooks and hotspots as needed. Digital Media Assistants supported student use of technology. The need for new Chromebooks and hotspots was less than anticipated. The BrightBytes survey was not conducted this year because it was determined that the results were no longer providing relevant information. The estimated actual expenditures represent 55% of the budgeted expenditures.

1.10 Targeted support for students with disabilities was fully implemented. Students with disabilities who are low-income, English learners or foster youth were provided supplement materials and additional support. Special education staff was provided training and collaboration time designed to improved the outcomes of students with disabilities who are low-income, English learner and foster youth.

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.

1.3 English Learner Supports. Some positions were unfilled due to lack of appropriately qualified staff. The estimated expenditures represent 67% of the budgeted expenditures.

1.4 AVID Student Success Initiative was not offered as originally planned because students opted to enroll in Early College classes instead of AVID classes. As a result the AVID program was not offered during the school year

1.6 Read Intervention Program. Fewer students enrolled in the Read 180/System 44 class at Duarte High School which resulted in the need for fewer books and software licenses. The estimated expenditures represent 70% of the planned expenditures.

1.8 New Teacher Support. The number of new teachers was less than originally anticipated. The estimated actual expenditures represent 53% of the planned expenditures.

1.9 Technology Initiative. The need for new Chromebooks and hotspots was less than anticipated. The BrightBytes survey was not conducted this year because it was determined that the results were no longer providing relevant information. The estimated actual expenditures represent 55% of the budgeted expenditures.

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

Actions 1.1, 1.2, 1.5, 1.7, and 1.8 were effective in making progress toward the goal during the three-year LCAP cycle as measured by the following indicators:

English Language Arts (ELA) Achievement: The percentage of students who met or exceeded standards on SBAC sustained gains from the previous year for low-income students (-1%) and English learners (+0%).

Math Achievement: SBAC scores increased for low-income students (+0%) and decreased for English learners (-2%).

Other Indicators: Increases in STAR Benchmark Assessments in Reading and Math. Observation data from structured learning walks indicated effective use of diverse instructional strategies to meet student needs.

Action 1.4 was ineffective, as shown by a decrease in graduation rates and the College/Career Indicator.

Action 1.6 (Read 180) was effective, evidenced by an increase in Reading Lexile levels for students in this secondary reading intervention program.

Action 1.3, targeting English learners, was effective with an increase in English learner progress on the California Dashboard (+2.5%) and a higher reclassification rate (+2.23%).

Action 1.9 was effective, indicated by the number of students with personal technology devices and access to tools for completing classwork both at school and home. Observation data from structured learning walks showed intentional use of technology to support learning.

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.

We are changing our LCAP metric to "Distance from Standard on SBAC" to gain more granular and actionable data. This shift allows us to precisely identify student needs, track progress, and design targeted interventions to improve student outcomes and equity.

Based on low-enrollment and analysis of effectiveness, AVID Student Success Initiative (1.4) will be removed from the 2024-25 plan.

Based on declining number of new teachers who need to enroll in the program, Teacher Induction (1.7) will be removed from the 2024-25 plan.

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

Goals and Actions

Goal

Goal #	Description
2	Establish a school environment which fosters physical and emotional security, encourages community involvement, and promotes inclusive opportunities for student engagement

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Chronic Absenteeism for all students in Grades K-8.	During the 2018-19 school year, 6.5% of all students in Grades K-8 were chronically absent.	During the 2020-21 school year, 5.6% of all students in Grades K-8 were chronically absent.	During the 2021-22 school year, 33% of all students in Grades K-8 were chronically absent	During the 2022-23 school year, 28.7% of all students in Grades K-8 were chronically absent.	0% of all students in Grades K-8 will be chronically absent.
Chronic Absenteeism for low-income students.	During the 2018-19 school year, 7.3% of low- income students were chronically absent.	During the 2020-21 school year, 7.2% of low- income students were chronically absent.	During the 2021-22 school year, 38% of low- income students were chronically absent.	During the 2022-23 school year, 33.9% of low- income students were chronically absent.	0% of low-income students will be chronically absent.
Chronic Absenteeism for English learner students	During the 2018-19 school year, 4.9% English learner students were chronically absent.	During the 2020-21 school year, 4.7% English learner students were chronically absent.	During the 2021-22 school year, 33% English learner students were chronically absent.	During the 2022-23 school year, 24.7% English learner students were chronically absent.	0% of English learner students in Grades K-8 will be chronically absent.
Chronic Absenteeism for Foster Youth	During the 2018-19 school year, 20% of Foster youth were chronically absent.	During the 2020-21 school year, 13.9% of Foster youth were chronically absent.	During the 2021-22 school year, 54% of Foster youth were chronically absent.	During the 2022-23 school year, 21.40% of Foster youth were chronically absent.	0% of foster youth in Grades K-8 will be chronically absent.
Attendance Rate	In 2019-20, 77.13% of students attended	In 2020-21 88.12% of students attended	In 2021-22, 39.04% of students attended	In 2022-23, 43.78% of students attended	100% of students will attendance school for

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CALPADS Report 14.1	school for 95% or more of the school year (absent less than 5%.)	school for 95% or more of the school year (absent less than 5%.)	school for 95% or more of the school year (absent less than 5%.)	school for 95% or more of the school year (absent less than 5%.)	95% of more of the school year (absent less than 5%.)
School Connectedness and Sense of Safety as measured by the California Healthy Kids Survey - Students	In 2018-19: School connectedness responses on the California Healthy Kids Survey: 70% for grade 5 students 62% for grade 7 students 46% for grade 9 students 43% for grade 11 students School perceived as very safe or safe on California Healthy Kids Survey: 73% grade 5 students 63% grade 7 students 45% grade 9 students 50% grade 11 students	In 2021-22: School connectedness responses on the California Healthy Kids Survey: 77% for grade 5 students 64% for grade 7 students 57% for grade 9 students 47% for grade 11 students School perceived as very safe or safe on California Healthy Kids Survey: 90% grade 5 students 68% grade 7 students 60% grade 9 students 54% grade 11 students	In 2022-23 School Connectedness responses on the California Healthy Kids Survey 70% grade 5 53% grade 7 51% grade 9 School perceived as very safe or safe on the California Healthy Kids Survey 77% grade 5 56% grade 7 53% grade 9	In 2023 - 24 School Connectedness responses on the California Healthy Kids Survey 78% grade 5 55% grade 7 42% grade 9 50% grade 11 School perceived as very safe or safe on the California Healthy Kids Survey 76% grade 5 55% grade 7 48% grade 9 51% grade 11	100% of students who take the California Healthy Kids Survey will respond positively on School Connectedness and Sense of Safety.
School Safety for Students as measured by the California Healthy Kids Staff Survey	Baseline will be set in 2021-22 when staff take the California Healthy Kids Survey for the first time.	In 2021-22 43% of school staff perceive the school as safe or very safe for students and 24% report	In 2022-23 52% of school staff perceive the school as safe or very safe for students and 18% report	In 2023-24, 34% of school staff perceive the school as safe or very safe for students and 31% report	100% of teachers who take the California Healthy Kids Survey will respond positively on School

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		harassment/bullying as a moderate/severe problem.	harassment/bullying as a moderate/severe problem. 37.5% responded positively about staff collegiality and 43% responded positively about staff working environment.	harassment/bullying as a moderate/severe problem. 29% responded positively about staff collegiality and 27% responded positively about staff working environment.	Connectedness and Sense of Safety.
School Safety as measured by the California Healthy Kids Parent Survey	Baseline will be set in 2021-22 when parents take the California Healthy Kids Survey for the first time.	In 2021-22, 39% of parents responded that school is a safe place for my child and 13% of parents responded that harassment or bullying of students is a large problem.	In 2022-23, 34% of parents responded that school is a safe place for my child and 14% of parents responded that harassment or bullying of students is a large problem. On the California Healthy Kids Survey, 30.4% of parents feel welcome to participate in school.	In 2023-24 54% of parents responded that school is a safe place for my child and 13% of parents responded that harassment or bullying of students is a large problem. On the California Healthy Kids Survey, 44% of parents feel welcome to participate in school.	100% of parents who take the California Healthy Kids Survey will respond positively on School Connectedness and Sense of Safety.
Parent and Family Engagement: Parent Participation and Decision Making	Duarte Unified met standard of Parent and Family Engagement: Parent Participation and Decision Making as reported on the 2019 CA School Dashboard.	Duarte Unified met standard of Local Indicator on the 2021 CA School Dashboard.	Duarte Unified met standard of Local Indicator on the 2022 CA School Dashboard. On the California Healthy Kids Survey, 20.4% of parents responded that the school actively seeks the input of parents.	Duarte Unified met standard of Local Indicator on the 2023 CA School Dashboard. On the California Healthy Kids Survey, 30% of parents responded that the school actively seeks the input of parents.	Duarte Unified will sustain meeting standard of implementation of Parent and Family Engagement: Parent Participation and Decision Making as reported on the 2019 CA School Dashboard.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Suspension Rate for all students	During the 2018-19 school year, 3.2% of all students were suspended at least once.	During the 2020-21 school year, 0% of all students were suspended at least once.	During the 2021-22 school year, 4% of all students were suspended at least once.	During the 2022-23 school year, 4% of all students were suspended at least once.	0% of all students will be suspended at least once. The suspension rate for all students will be minimal indicating that the conditions for learning and school climate are positive and safe.
Suspension Rate for low-income students	During the 2018-19 school year, 3.2% of low- income students were suspended at least once.	During the 2020-21 school year, 0% of low- income students were suspended at least once.	During the 2021-22 school year, 5% of low- income students were suspended at least once.	During the 2022-23 school year, 5% of low- income students were suspended at least once.	0% of low-income students will be suspended at least once.
Suspension rate for English learner students	During the 2018-19 school year, 2.8% of English learner students were suspended at least once.	During the 2020-21 school year, 0 of English learner students were suspended at least once.	During the 2021-22 school year, 6% of English learner students were suspended at least once	During the 2022-23 school year, 5% of English learner students were suspended at least once.	0% of English learner students will be suspended at least once.
Suspension Rate for Foster youth	During the 2018-19 school year, 7% of foster youth students were suspended at least once.	During the 2020-21 school year, 0% of foster youth students were suspended at least once.	During the 2021-22 school year, 8% of foster youth students were suspended at least once.	During the 2022-23 school year, 8% of foster youth students were suspended at least once.	0% of foster youth will be suspended at least once.
Expulsion Rate - All students	In 2019-20, the expulsion rate for all students was 0.06%. This rate represents 2 students.	In 2020-21, the expulsion rate for all students was 0%. This rate represents 0 students.	In 2021-22, the expulsion rate for all students was 0.1%. This rate represents 3 students.	In 2022-23, the expulsion rate for all students was 0.2%. This rate represents 5 students.	The expulsion rate for all students will be 0%.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Expulsion rate - Low-income students	In 2019-20, the expulsion rate for low-income students was not available to protect student privacy.	In 2020-21, the expulsion rate for low-income students was 0%. This rate represents 0 students.	In 2021-22, the expulsion rate for low-income students was not available to protect student privacy.	In 2022-23, the expulsion rate for low-income students was 0.3%. This rate represents 5 students.	The expulsion rate for low-income students will be 0%.
Expulsion Rate - English learner students	In 2019-20, the expulsion rate for English learner students was not available to protect student privacy.	In 2020-21, the expulsion rate for English learner students was 0%. This rate represents 0 students.	In 2021-22, the expulsion rate for English learner students was not available to protect student privacy.	In 2022-23, the expulsion rate for English learner students was 0.1%. This rate represents 1 student.	The expulsion rate for English learner students will be 0%.

Goal Analysis

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

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

2.1 Afterschool Program was implemented as planned. Low-income, foster youth, English learners were provided academic support and enrichment with an extended school day/ The estimated actual expenditures represent 100% of the planned expenditures.

2.2 Enhanced Campus Security was implemented as planned. Staff was appropriately trained in trauma-informed practices to maintain safe campuses that contribute to improved services for the low-income, foster youth, homeless, and English learner students who are most vulnerable to the trauma associated with adverse childhood experiences. The estimated actual expenditures represent 100% of the planned expenditures.

2.3 Positive Behavior Intervention Support (PBIS) was fully implemented providing the foundation of a safe learning environment where expectations are clear, appropriate behavior is intentionally taught, and incentives are utilized to promote positive outcomes for students who are most at risk of suspension or expulsion. PBIS teams at each school site were fully trained and did not need to attend planned training sessions. As a result, the estimated actual expenditures represent 31% of the planned expenditures.

2.4 Attendance Initiative was fully implemented through the actions taken by a comprehensive Student Services department that monitors tiered attendance strategies, provides direct support of vulnerable student populations and the re-engagement of at-risk students. The estimated actual expenditures represent 79% of the planned expenditures.

2.5 Social Emotional Learning and Mental Health Support was fully implemented by providing counseling, trained staff and access to mental health agencies to vulnerable students who are disproportionately affected by conditions related to their English language proficiency, family poverty, the foster care system or housing instability. The estimated actual expenditures represent 50% of the planned expenditures.

2.6 Parent/Family Engagement and Communication was fully implemented. Parent education classes through Parent University Parent Square and Website, Parent Link App Opinion Sharing Platform (Thought Exchange) were utilized to connect with families that have historically not been as engaged as all parents including English learner, foster youth, homeless, and low-income. The estimated actual expenditures represent 44% of the planned expenditures.

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.

2.3 PBIS teams at each school site were fully trained and did not need to attend planned training sessions. As a result, the estimated actual expenditures represent 31% of the planned expenditures.

2.4 Changes in staff and salaries account for the material difference. The estimated actual expenditures represent 79% of the planned expenditures.

2.5 The estimated actual expenditures represent 50% of the planned expenditures. The material difference was due to other funding sources identified for the mental health partnership.

2.6 The estimated actual expenditures represent 44% of the planned expenditures. This material difference was due to other funding sources identified for Parent University and the ThoughtExchange platform.

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

Actions 2.1, 2.3 and 2.5 were determined to be effective based on the data collected through the California Healthy Kids Survey (CHKS.) Students responses about school connectedness improved for grades 5 (+8%) and grades 78 (+2%.) A decline in student responses in grades 9 (-9%) indicate that Actions 2.3 and 2.5 were not as effective for high school students. Analysis of observation data indicated limited implementation of Action 2.3 and 2.5 at the high school level.

Action 2.2 was ineffective as indicated by CHKS student response about feeling very safe or safe at school declined for grade 5 (-1%), grade 7 (-1%) and grade 9 (-5%.) Staff CHKS responses about student safety also declined (-8%) and about staff collegiality decline (-6%.) The suspension rate remained the same as the previous year with the English learner subgroup improving by 1%.

Action 2.4 was effective as indicated by a decrease in the Chronic Absenteeism Rate for all students (4.3%), low-income students (-4.1%), English Learner (-8.3%) and Foster Youth (-32.6%.)

Action 2.6 was effective based on CHKS parent responses about feeling welcome at school (+13.6%.) Also 30% of parents responded that the school actively seeks the input of parents (+9.6%.)

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.

Based on effectiveness of Action 2.2, change the focus of that goal to staff training and preventative measures that will address student and staff feelings of safety.

Based on limited implementation of 2.3 and 2.5 at the high school level, the implementation of these actions will be closely monitored throughout the 2024-25 school year.

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

Goals and Actions

Goal

Goal #	Description
3	Offer diverse educational options that integrate core academic knowledge, technical skills and relevant real life experience with the goal of preparing students for postsecondary education and career.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Career Technical Education (CTE) Pathway Completion - All students Data Source: College/Career Measures Report - College Career Indicator on the 2023 CA School Dashboard.	The CTE Pathway completion rate for all students was 24.7% on the College/Career Measures Report - College Career Indicator on the 2019 CA School Dashboard.	The CTE Pathway completion rate for all students was 16.2% on the College/Career Measures Report - College Career Indicator on the 2021 CA School Dashboard.	The CTE Pathway completion rate for all students was 15% on the College/Career Measures Report - College Career Indicator on the 2022 CA School Dashboard.	The CTE Pathway completion rate for all students was 34.9% on the College/Career Measures Report - College Career Indicator on the 2023 CA School Dashboard.	The CTE Pathway completion rate for all students will be 100% on the College/Career Measures Report - College Career Indicator on the CA School Dashboard.
Career Technical Education (CTE) Pathway Completion - English learners Data Source: College/Career Measures Report - College Career Indicator on the 2023 CA School Dashboard.	The CTE Pathway completion rate for English learner students was 0% on the College/Career Measures Report - College Career Indicator on the 2019 CA School Dashboard.	The CTE Pathway completion rate for English learner students was 14.3% on the College/Career Measures Report - College Career Indicator on the 2021 CA School Dashboard.	The CTE Pathway completion rate for English learner students was 8.1% on the College/Career Measures Report - College Career Indicator on the 2022 CA School Dashboard.	The CTE Pathway completion rate for English learner students was 23.1% on the College/Career Measures Report - College Career Indicator on the 2023 CA School Dashboard.	The CTE Pathway completion rate for English learner students will be 100% on the College/Career Measures Report - College Career Indicator on the CA School Dashboard.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Career Technical Education (CTE) Pathway Completion - Low-income students Data Source: College/Career Measures Report - College Career Indicator on the 2023 CA School Dashboard.	The CTE Pathway completion rate low-income students was 25.9% on the College/Career Measures Report - College Career Indicator on the 2019 CA School Dashboard.	The CTE Pathway completion rate low-income students was 16.5% on the College/Career Measures Report - College Career Indicator on the 2021 CA School Dashboard.	The CTE Pathway completion rate for low-income students was 14.0% on the College/Career Measures Report - College Career Indicator on the 2022 CA School Dashboard.	The CTE Pathway completion rate for low-income students was 30.6% on the College/Career Measures Report - College Career Indicator on the 2023 CA School Dashboard.	The CTE Pathway completion rate low-income students will be 100% on the College/Career Measures Report - College Career Indicator on the CA School Dashboard.
a-g Completion for admission to a UC/CSU. Data Source: College/Career Measures Report - College Career Indicator on the 2023 CA School Dashboard.	For the class 2020, 55% of all students completed a-g requirements for admission to a UC/CSU.	For the class 2021, 28.6% of all students completed a-g requirements for admission to a UC/CSU.	For the class 2022, 24.5% of all students completed a-g requirements for admission to a UC/CSU.	For the class 2023, 28% of all students completed a-g requirements for admission to a UC/CSU.	80% of all students will complete the a-g requirements for admission to a UC/CSU to ensure access to those who plan to attend a four year college.
a-g Completion for Admission to UC/CSU for low-income students Data Source: College/Career Measures Report - College Career Indicator on the 2023	For the class of 2020, 46% of low-income students completed the a-g requirements for admission to a UC/CSU.	For the class of 2021, 26.0% of low-income students completed the a-g requirements for admission to a UC/CSU.	For the class of 2022, 17.0% of low-income students completed the a-g requirements for admission to a UC/CSU.	For the class of 2023, 23.6% of low-income students completed the a-g requirements for admission to a UC/CSU.	80% of low-income students will complete the a-g requirements for admission to a UC/CSU to ensure equitable access to those who plan to attend a four year college.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CA School Dashboard.					
a-g Completion for Admission to a UC/CSU for English learners Data Source: College/Career Measures Report - College Career Indicator on the 2023 CA School Dashboard.	For the class of 2020, 5% of English learner students completed the a-g requirements for admission to a UC/CSU.	For the class of 2021, 4.8% of English learner students completed the a-g requirements for admission to a UC/CSU.	For the class of 2022, 2.7% of English learner students completed the a-g requirements for admission to a UC/CSU.	For the class of 2023, 13.2% of English learner students completed the a-g requirements for admission to a UC/CSU.	80% of English learner students will complete the a-g requirements for admission to a UC/CSU to ensure equitable access to those who plan to attend a four year college.
College/Career Ready (a-g or CTE) - All students Data Source: College/Career Measures Report - College Career Indicator on the 2023 CA School Dashboard.	43.3% of all students were identified as College/Career Ready (a-g or CTE) on the College/Career Measures Report - College Career Indicator on the 2020 CA School Dashboard.	In 2021, the CA School Dashboard did not report the College Career Indicator. No outcome data available.	In 2022, the CA School Dashboard did not report the College Career Indicator. No outcome data available.	34.9% of all students were identified as College/Career Ready (A-G or CTE) on the College/Career Measures Report - College Career Indicator on the 2023 CA School Dashboard.	100% of all students will be identified as College/Career Ready (a-g and CTE) on the College/Career Measures Report - College Career Indicator on the CA School Dashboard.
College/Career Ready (a-g or CTE) - English Learners. Data Source: College/Career Measures Report -	9.5% of English learner students were identified as College/Career Ready (a-g or CTE) on the College/Career	In 2021, the CA School Dashboard did not report the College Career Indicator. No outcome data available.	In 2022, the CA School Dashboard did not report the College Career Indicator. No outcome data available.	23.1% of English learner students were identified as College/Career Ready (A-G or CTE) on the College/Career	100% of English learner students will be identified as College/Career Ready (a-g and CTE) on the College/Career

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
College Career Indicator on the 2023 CA School Dashboard.	Measures Report - College Career Indicator on the 2020 CA School Dashboard.			Measures Report - College Career Indicator on the 2023 CA School Dashboard.	Measures Report - College Career Indicator on the CA School Dashboard.
College/Career Ready (a-g or CTE) for Students with Disabilities. Data Source: College/Career Measures Report - College Career Indicator on the 2023 CA School Dashboard.	18.2% of students with disabilities were identified as College/Career Ready (a-g or CTE) on the College/Career Measures Report - College Career Indicator on the 2020 CA School Dashboard.	In 2021, the CA School Dashboard did not report the College Career Indicator. No outcome data available.	In 2022, the CA School Dashboard did not report the College Career Indicator. No outcome data available.	0 students with disabilities were identified as College/Career Ready (A-G or CTE) on the College/Career Measures Report - College Career Indicator on the 2023 CA School Dashboard.	100% of students with disabilities will be identified as College/Career Ready (a-g and CTE) on the College/Career Measures Report - College Career Indicator on the CA School Dashboard.
College/Career Ready (a-g or CTE) - Low-income students College/Career Measures Report - College Career Indicator on the 2023 CA School Dashboard. Data Source:	43.6% of low-income students were identified as College/Career Ready (a-g or CTE) on the College/Career Measures Report - College Career Indicator on the 2020 CA School Dashboard.	In 2021, the CA School Dashboard did not report the College Career Indicator. No outcome data available.	In 2022, the CA School Dashboard did not report the College Career Indicator. No outcome data available.	30.6% of low-income students were identified as College/Career Ready (a-g or CTE) on the College/Career Measures Report - College Career Indicator on the 2023 CA School Dashboard.	100% of low-income students will be identified as College/Career Ready (a-g/CTE) on the College/Career Measures Report - College Career Indicator on the CA School Dashboard.
Graduates who complete a-g Requirements and at	In 2021, 3.8% of graduates completed a-g requirements and	2021 was the baseline year. No outcome data available.	In 2022, 4.1% of graduates completed a-g requirements and	In 2023, 6.1% of graduates completed a-g requirements and	20% of all graduates will complete a-g Requirements and at

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Least One CTE Pathway. Data Source: CA School Dashboard/College - Career Measure Reports.	at least one CTE Pathway as reported on the College/Career Measure Reports.		at least one CTE Pathway as reported on the College/Career Measure Reports.	at least one CTE Pathway Data Source: CA School Dashboard/College - Career Measure Reports.	Least One CTE Pathway.
Graduates who complete a-g Requirements and at Least One CTE Pathway for low-income students. Data Source: CA School Dashboard/College - Career Measure Reports.	In 2021, 3.5% of low-income graduates completed a-g requirements and at least one CTE Pathway as reported on the College/Career Measure Reports.	2021 was the baseline year. No outcome data available.	In 2022, 2.9% of low-income graduates completed a-g requirements and at least one CTE Pathway as reported on the College/Career Measure Reports.	In 2023, 5.6% of low-income graduates completed a-g requirements and at least one CTE Pathway Data Source: CA School Dashboard/College - Career Measure Reports.	20% of low-income graduates will complete a-g Requirements and at Least One CTE Pathway.
Graduates who complete a-g Requirements and at Least One CTE Pathway for English learners. Data Source: CA School Dashboard/College - Career Measure Reports.	In 2021, 0% of English learners completed a-g requirements and at least one CTE Pathway as reported on the College/Career Measure Reports.	2021 was the baseline year. No outcome data available.	In 2022, 0% of English learners completed a-g requirements and at least one CTE Pathway as reported on the College/Career Measure Reports.	In 2023, 1.9% of English learners completed a-g requirements and at least one CTE Pathway Data Source: CA School Dashboard/College - Career Measure Reports.	20% of English learner graduates who complete a-g Requirements and at Least One CTE Pathway.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Graduates who complete a-g Requirements and at Least One CTE Pathway for students with disabilities. Data Source: CA School Dashboard/College - Career Measure Reports.	In 2021, 2.2% students with disabilities completed a-g requirements and at least one CTE Pathway as reported on the College/Career Measure Reports.	2021 was the baseline year. No outcome data available.	In 2022, 0% students with disabilities completed a-g requirements and at least one CTE Pathway as reported on the College/Career Measure Reports.	In 2023, 0% students with disabilities completed a-g requirements and at least one CTE Pathway Data Source: CA School Dashboard/College - Career Measure Reports.	20% of students with disabilities will complete a-g Requirements and at Least One CTE Pathway.
Advanced Placement (AP) Pass Rate Data Source: College Board	In 2020, for all students 67 of 135 (47%) AP exam received a score of 3 or better.	In 2021, for all students 33 of 90 (37%) received a score of 3 or better on an AP exam.	In 2022, for all students 41 of 81 exams (51%) received a score of 3 or better on an AP exam.	In 2023, for all students 70 of 96 exams (73%) received a score of 3 or better on an AP exam. Data Source: College Board	For all students 100% of AP exam will receive a score of 3 or better.
Early Admissions Program (EAP) Readiness - All Students https://caaspp-elpac.ets.org/	In 2019, 53% of all students met EAP readiness in English Language Arts and 20% of all students met EAP readiness in mathematics.	In 2021, 43% of all students met EAP readiness in English Language Arts and 30% of all students met EAP readiness in mathematics	In 2022, 40.91% of all students met EAP readiness in English Language Arts and 19.35% of all students met EAP readiness in mathematics	In 2023, 50.36% of all students met EAP readiness in English Language Arts and 21.86% of all students met EAP readiness in mathematics Data Source: https://caaspp-elpac.ets.org/	For all students 90% will met EAP readiness in English Language Arts and 90% will meet EAP readiness in mathematics.
Early Admission Program (EAP)	In 2019, 51% of low-income students met	In 2021, 40% of low-income students met	In 2022, 37.62% of low-income students	In 2023, 37.27% of low-income students	For low-income students 90% will met

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Readiness - Low-income students. https://caaspp-elpac.ets.org/	EAP readiness in English Language Arts and 20% of low-income students met EAP readiness in mathematics.	EAP readiness in English Language Arts and 27% of low-income students met EAP readiness in mathematics.	met EAP readiness in English Language Arts and 16.16% of low-income students met EAP readiness in mathematics.	met EAP readiness in English Language Arts and 17.28% of low-income students met EAP readiness in mathematics Data Source: https://caaspp-elpac.ets.org/	EAP readiness in English Language Arts and 90% will meet EAP readiness in mathematics.
Early Admission Program (EAP) Readiness - English Learner Students. https://caaspp-elpac.ets.org/	In 2019, 18% of English learner students met EAP readiness in English Language Arts and 0% of English learner students met EAP readiness in mathematics.	In 2021, 14% of English learner students met EAP readiness in English Language Arts and 11% of English learner students met EAP readiness in mathematics.	In 2022, 9.38% of English learner students met EAP readiness in English Language Arts and 2.94% of English learner students met EAP readiness in mathematics.	In 2023, 17.86% of English learner students met EAP readiness in English Language Arts and 3.70% of English learner students met EAP readiness in mathematics Data Source: https://caaspp-elpac.ets.org/	For English learner students 80% will met EAP readiness in English Language Arts and 80% will meet EAP readiness in mathematics.

Goal Analysis

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

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

3.1 High School Pathways was fully implemented as planned. High school students had increased options for their educational options with an emphasis on expanding opportunities to those students who have historically had low a-g completion rate. CTE programs were prioritized to provide high school students with increased options for their educational program. The estimated actuals represent 84% of the planned expenditures.

3.2 Grade 6-8 Instructional Models and electives were fully implemented as planned. (104%)

Students in grade 6-8 had increased educational options to provide equitable preparation for high school. Teachers were provided professional development and resources to provide hands-on learning opportunities. Also, students were given the opportunity to take specialized courses at the high school by providing daily transportation. The estimated actuals represent 104% of the planned expenditures.

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

Material Differences.

3.1 The estimated actuals represent 84% of the planned expenditures. The material difference is attributed to salary differences being lower than anticipated.

3.2 The estimated actuals represent 104% of the planned expenditures. The difference is due to transportation cost being higher than estimated.

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

Effectiveness of actions related to Action 3.1 is indicated by student enrolment in the CTE options and responses to by Educational Partners. CTE pathway completion increased for all students (+19.9%) low income (+15.0 %) and English learners (+16.6%). This effectiveness of this action is further substantiated by an increase in both a-g Completion for Admission to a UC/CSU for all students (+3.5%), low-income students (+6.6%) and English learners (+10.5%).

The effectiveness of the Action 3.2, specific to students in grade 6 - 8, is measured by enrollment and participation in the diverse program options available. Families are maintaining enrollment in, reversing the trend over many years of families enrolling their children and sending them to other schools for better opportunities.

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.

For clarity and coherence, Goal 3 in the 2021-2024 LCAP and its actions will be included in Goal 1 in the 2024-2027 LCAP.

For further clarity, Action 3.1 "High School Pathways" will be renamed "Career Preparation" (Action 1.5) to focus on its purpose to improve secondary options and outcomes.

For further clarity, Action 3.2 "Grade 6-8 Instructional Models and Electives" will be renamed "Middle School Career Exploration " (Action 1.8) to focus on its purpose to improve post-secondary outcomes starting early in the middle school grades.

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

Goals and Actions

Goal

Goal #	Description
4	Provide a highly skilled staff and 21st century facilities that support diverse educational programs that prepare students for college, career and life.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Mis-Assignments Of Teachers	The standard was met for appropriately assigned teachers with 0 mis-assignments on the 2019 CA School Dashboard.	The standard was met for appropriately assigned teachers with 0 mis-assignments on the 2021 CA School Dashboard.	The standard was met for appropriately assigned teachers with 0 mis-assignments on the 2022 CA School Dashboard.	The standard was met for appropriately assigned teachers with 0 mis-assignments on the 2023 CA School Dashboard.	The standard will be met for appropriately assigned teachers with 0 mis-assignments reported on the CA School Dashboard.
Instances Where Facilities Do Not Meet The "Good Repair" Standard (Including Deficiencies And Extreme Deficiencies)	The standard was met with 0 Instances Where Facilities Do Not Meet The "Good Repair" Standard (Including Deficiencies And Extreme Deficiencies) as reported on the 2019 CA School Dashboard.	The standard was met with 0 Instances Where Facilities Do Not Meet The "Good Repair" Standard (Including Deficiencies And Extreme Deficiencies) as reported on the 2021 CA School Dashboard.	The standard was met with 0 Instances Where Facilities Do Not Meet The "Good Repair" Standard (Including Deficiencies And Extreme Deficiencies) as reported on the 2022 CA School Dashboard.	The standard was met with 0 Instances Where Facilities Do Not Meet The "Good Repair" Standard (Including Deficiencies And Extreme Deficiencies) as reported on the 2023 CA School Dashboard.	The standard will be met with 0 Instances Where Facilities Do Not Meet The "Good Repair" Standard (Including Deficiencies And Extreme Deficiencies) as reported on the CA School Dashboard.
Percent Of Students Without Access To Their Own Copies Of Standards-Aligned	The standard for instructional materials was met with 0% of students without	The standard for instructional materials was met with 0% of students without	The standard for instructional materials was met with 0% of students without	The standard for instructional materials was met with 0% of students without	The standard for instructional materials will be met with 0% of

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Instructional Materials For Use At School and at Home	access to their own copies of standards-aligned instructional materials for use at school and a home as reported on the 2019 CA School Dashboard.	access to their own copies of standards-aligned instructional materials for use at school and a home as reported on the 2021 CA School Dashboard.	access to their own copies of standards-aligned instructional materials for use at school and a home as reported on the 2022 CA School Dashboard.	access to their own copies of standards-aligned instructional materials for use at school and a home as reported on the 2023 CA School Dashboard.	Students Without Access To Their Own Copies Of Standards- Aligned Instructional Materials For Use At School And At Home as reported on CA School Dashboard.

Goal Analysis

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

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

All actions (4.1 - 4.6) were implemented as planned. District positions (Actions 4.1, 4.2, 4.3) were filled by high quality employees. The basic services (Actions 4.4, 4.5, 4.6) reflect the District's commitment to student success and well-being. Estimated Actual Expenditures represent 100% of Planned Expenditures.

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

There were no material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

The actions are effective as measured by meeting standard on the Williams settlement and the CA School Dashboard. All positions were filled by appropriately qualified staff. (Action 4.1, 4.2, 4.3) Facilities were in good condition (Action 4.4, 4.5) and instructional materials were available for students to use in school and at home (Action 4.6).

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.

No planned changes in goal, metrics, desired outcomes, or actions.

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

Instructions

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

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

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

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

Metric:

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

Baseline:

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

Year 1 Outcome:

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

Year 2 Outcome:

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

Year 3 Outcome:

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

Desired Outcome for 2023–24:

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

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

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

Goal Analysis

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

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

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

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

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

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

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

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

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

California Department of Education
November 2023

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Duarte Unified School District	Nadia Hillman Assistant Superintendent Educational Services	nhillman@duarteusd.org 6265995011

Plan Summary [2024-25]

General Information

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

The Duarte Unified School District is proud of its rich history of serving the local community. Many current adult residents attended Duarte Schools when they were children and have returned to raise their own families in the community. In 2022-23 of the 3,038 students enrolled in Duarte Unified, 57.1% were low-income students, 22.9% were English learners, 0.8% were Foster Youth and 16.2% were students with disabilities. The District is ethnically diverse with the significant subgroups as follows: 74.6% Hispanic, 7.6% White, 6.2% Asian, 3.1% African American and 4.0% Filipino. Duarte Unified School District serves the community at three TK-8 schools, one TK-6 school, one comprehensive high school, one alternative high school and a state preschool program. Each of the four schools that serve students in TK-8 has a thematic approach for curriculum and school activities: Dual Language, International Baccalaureate, STEAM, or Technology/Creative Learning. The flagship school of the District is Duarte High School which is home to a degree-bearing Early College program where students can experience a college-going culture and earn an associates degree along with their high school diploma. Duarte High School offers Career Technology Education pathways including a state-of-the-art Culinary Program. Duarte High School athletic teams compete in the Montview League of the CIF Southern Section. Students have a variety of Visual and Performing Arts options as well as opportunities for internships at City of Hope and other community partners. Mt. Olive Technology High School provides an alternative program that has a successful history of providing its students with educational experiences tailored to their unique needs. Mt. Olive High School is eligible to receive Equity Multiplier Funds due to the school's prior year non-stability rate greater than 25% and prior year low-income pupil rate greater than 70%. All Duarte Unified schools are driven by the District's mission to provide the knowledge, skills and inspiration for each student to be successful in college, career and life.

Reflections: Annual Performance

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

The successes identified based on those that are green or blue the 2023 Dashboard include:
Schools:
Duarte High School for suspension rate, and English Language Arts (ELA)

Maxwell for English Learner Progress
Valley View for Suspension Rate, English Learner Progress, ELA
Student Groups:
Filipino, Two or More Races, White, Asian for ELA
Asian, Filipino, Two or More Races for Math
Filipino, White for Suspension
Other areas of noted success and improvement include:
Duarte High School: Increase of 15 points on Math
Maxwell: Increase of 11.3 points on Math
Mt.Olive: Increase of 3.6 points on ELA

The challenges as indicated by the lowest performance level on one or more state indicators on the 2023 Dashboard include:

Schools:
Beardslee for chronic absenteeism.
Mt. Olive for mathematics
Valley View for chronic absenteeism
Beardslee and Valley View have been working on addressing chronic absenteeism with focused effort on attendance incentives and on providing support to students who are resistant to attending school. Action 2.4 will support these efforts to decrease chronic absenteeism. Mt. Olive is addressing low achievement in mathematics with strategic targeted intervention to support students who enroll in this alternative high school already credit deficient in math. Action 1.1 and 1.2 will support the effort to increase math academic achievement.

Student Groups at the District Level
Asian and Filipino for chronic absenteeism
Students with Disabilities (SWD) for graduation, ELA and college and career readiness.
Homeless for college and career readiness.
To address the chronic absenteeism, school staff have been trained to reach out to families who are taking their children out of school on extended absences and travel about options including independent study. Action 2.4 will support this effort to decrease chronic absenteeism. To address ELA performance, the Special Education Department has been analyzing instructional materials and strategies to follow up with more effective student supports that are used in the classroom (Action 1.1) To address the graduation rate and college and career, the special education staff has provided training to case managers and counselors on monitoring SWD credits earned toward graduation and CTE pathway completion (Action 1.5). To address college and career for homeless students, Action 1.5 will support the effort to provide homeless students with specific guidance and opportunities for homeless students.

Student group within a school:
Beardslee: Hispanic, low-income, SWD for Chronic Absenteeism (Action 2.4)
Duarte High School: English learners ELA and Math (Action 1.3):Homeless for Suspension (Action 2.1)
Maxwell: SWD for Suspension (Action 2.1)
Royal Oaks: SWD for ELA (Action 1.1, 1.2 and 1.10): Two or more races, low-income, white for Suspension (Action 2.1)
Valley View: English learners, Hispanic, low-income, SWD for chronic absenteeism (Action 2.4); SWD for math (Action 1.1, 1.2 and 1.10)

Mt Olive: All students, Hispanic, and low-income students for College and career (Action 1.1, 1.5, 5.2, 5.4)

To address these low performing groups, each school is conducting a careful analysis of the students in these subgroups to identify actions that will support improvement. Schools will provide training for outreach to families about chronic absenteeism. Schools will utilize the MTSS process to focus preventative measures for suspendible behaviors. Academic tutoring and support by bi-lingual aides will be implemented for English learners. The IEP process will be utilized to make adjustments to instruction for low performing students with disabilities. Mt Olive High School will improve college and career readiness by strengthening their student guidance and by expanding concurrent enrollment at the community college.

Reflections: Technical Assistance

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

Duarte Unified School District was identified for Differentiated Assistance based on 2023 California Dashboard lowest ratings for students with disabilities (SWD) group in ELA and Math (Priority 4), Graduation Rate (Priority 5), and College and Career Indicator (Priority 7). As part of receiving technical assistance, our district will work with Los Angeles County Office of Education to support our work in addressing these specific needs. The work includes identifying the root cause analysis and related actions that lead to improvement in these priority areas. Some of the causes include inconsistent implementation of standards based instruction, learning environments that are not inclusive and credit deficiencies for SWD.

Action Plan to Improve ELA and Math for SWD:

1. PLC (Action 1.10): Professional learning communities for Special Education teachers to share content expertise and collaborate to develop Math and English lesson plans that congruently teach similar concepts across all sites. PLCs will drive the blended learning model where students are engaged with individual and collaborative learning opportunities. Teachers will meet regularly, share expertise, and work collaboratively to improve students' teaching skills and academic performance. PLCs will serve two broad purposes: 1. Design Math and English lesson plans that engage students 1:1 and in small group instruction. 2. Discuss how to best support students with disabilities and English learners.
2. Academic Achievement & Wellness (Action 1.7) : Implement a Universal Screening Program and a Student Management System to identify and monitor student needs in English Language Arts and Mathematics. The special education teachers will use the data analysis to implement timely intervention, and the inclusion specialist will support this process.
3. We will continue to use programs such as System 44 and Read 180 (Action 1.6) to conduct an intensive reading program self-study to gauge and improve the efficacy of our reading intervention system. In the English course curriculum, English course teams will also receive support to analyze data from end-of-unit assessments for CCSS-aligned instructional units.

Action Plan to Improve Graduation for SWD:

1. Special education will establish a system for staff to track student progress toward graduation (Action 1.10). During the student IEP, assessment results, grades, attendance, and overall academic performance will be reviewed. Students will also meet with the academic counselor and college/career liaison to discuss their status with credits and transition goals after graduation. A concentrated effort will be made to meet more regularly with students with disabilities, Foster Youth, low-income students, and English Learners because of their various challenges and experiences. This personalized support is crucial in ensuring their success. The district will implement Tier 1,2,3 support based on research supported by the school site PBIS team. This support directly increases graduation rates and reduces dropout rates.

2. The High school administrators will include and provide students with access to relevant Career Technical Education (CTE) pathways that support college and career readiness (Action 1.5) . Students with disabilities at the secondary level will be provided with additional counseling resources to allow them to understand their individual academic path and develop connecting, mentoring relationships with adults in school. Special education teachers will implement post-secondary assessments to aid students in making career choices.

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.

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Teachers	A public meeting was held on 1/18/24 to present the District's progress on the CA School Dashboard, academic performance, academic engagement, condition and climate data, implementation data and mid-year expenditure data. Teachers were engaged in the development of the LCAP through participation in the Thought Exchange which collected feedback and input on the LCAP by responding to the prompt "What are the most important things our district needs to think about in order to support all students" Thought Exchange responses are public, allowing participants to rate their level of agreement with what other participants said. As a result, feedback trends were derived, filtered for teacher responses and used to develop the LCAP. The Thought Exchange was sent to teachers on 2/26/24 and remained open until 3/29/24. Draft goals for the 2024-25 LCAP were shared with teachers on 4/22/2024 at a meeting with teacher leaders.
Principals	A public meeting was held on 1/18/24 to present the District's progress on the CA School Dashboard, academic performance, academic engagement, condition and climate data, implementation data and mid-year expenditure data. Principals reviewed the CA School Dashboard data at a meeting on 1/10/24. Principals were engaged in the development of the LCAP through participation in the Thought Exchange which collected feedback and input on the LCAP by responding to the prompt "What are the most important things our district needs to think about in order to support all students" Thought Exchange responses are public, allowing participants to rate their

Educational Partner(s)	Process for Engagement
	level of agreement with what other participants said. The Thought Exchange was sent to principals on 2/26/24 and remained open until 3/29/24. Draft goals for the 2024-25 LCAP were shared with principals at a meeting on 4/10/2024.
Administrators	<p>A public meeting was held on 1/18/24 to present the District's progress on the CA School Dashboard, academic performance, academic engagement, condition and climate data, implementation data and mid-year expenditure data. District administrators reviewed the CA School Dashboard data at a meeting on 1/10/24.</p> <p>Administrators were engaged in the development of the LCAP through participation in the Thought Exchange which collected feedback and input on the LCAP by responding to the prompt "What are the most important things our district needs to think about in order to support all students" Thought Exchange responses are public, allowing participants to rate their agreement with what other participants said. The Thought Exchange was sent to administrators on 2/26/24 and remained open until 3/29/24. Draft goals for the 2024-25 LCAP were shared with District administrators at a meeting on 4/10/2024.</p>
Other School Personnel	<p>A public meeting was held on 1/18/24 to present the District's progress on the CA School Dashboard, academic performance, academic engagement, condition and climate data, implementation data and mid-year expenditure data. Other school personnel were engaged in the development of the LCAP through participation in the Thought Exchange which collected feedback and input on the LCAP by responding to the prompt "What are the most important things our district needs to think about in order to support all students" Thought Exchange responses are public allowing participants to rate their agreement with what other participants said. As a result, feedback trends were derived and used to develop LCAP. The Thought Exchange was sent to other school personnel on 2/26/24 and remained open until 3/29/24. Draft goals for the 2024-25 LCAP were shared with other school personnel at a meeting with school personnel leaders.</p>
Certificated Bargaining Unit	A public meeting was held on 1/18/24 to present the District's progress on the CA School Dashboard, academic performance, academic engagement, condition and climate data, implementation

Educational Partner(s)	Process for Engagement
	<p>data and mid-year expenditure data. Teachers were engaged in the development of the LCAP through participation in the Thought Exchange which collected feedback and input on the LCAP by responding to the prompt "What are the most important things our district needs to think about in order to support all students" Thought Exchange responses are public allowing participants to rate their agreement with what other participants said. As a result, feedback trends were derived, filtered for certificated employee responses and used to develop LCAP. The Thought Exchange was sent to certificated bargaining unit members on 2/26/24 and remained open until 3/29/24. Draft goals for the 2024-25 LCAP were shared at a meeting with the certificated bargaining unit executive cabinet on 4/22/24.</p>
Classified Bargaining Unit	<p>A public meeting was held on 1/18/24 to present the District's progress on the CA School Dashboard, academic performance, academic engagement, condition and climate data, implementation data and mid-year expenditure data. Classified bargaining unit members were engaged in the development of the LCAP through participation in the Thought Exchange which collected feedback and input on the LCAP by responding to the prompt "What are the most important things our district needs to think about in order to support all students" Thought Exchange responses are public allowing participants to rate their agreement with what other participants said. As a result, feedback trends were derived, filtered for classified employees and used to develop the LCAP. The Thought Exchange was sent to classified bargaining unit members on 2/26/24 and remained open until 3/29/24. Draft goals for the 2024-25 LCAP were shared at a meeting with classified bargaining unit executive cabinet.</p>
Parents	<p>A public meeting was held on 1/18/24 to present the District's progress on the CA School Dashboard, academic performance, academic engagement, condition and climate data, implementation data and mid-year expenditure data. Midyear data was also reviewed with parents at the DELAC meeting on 1/19/24 and the Parent Advisory - CEC meeting on 1/17/24. Parents were engaged in the development of the LCAP through participation in the Thought Exchange which collected feedback and input on the LCAP by responding to the prompt "What are the most important things our</p>

Educational Partner(s)	Process for Engagement
	<p>district needs to think about in order to support all students" Thought Exchange responses are public, allowing participants to rate their level of agreement with what other participants said. As a result, feedback trends were derived, filtered for parent responses and used to develop the LCAP. The Thought Exchange was sent to parents via email, website and Parent Square on 2/26/24 and remained open until 3/29/24. Draft goals for the 2024-25 LCAP were shared with parents at the DELAC meeting on 5/10/24 and at the Parent Advisory - CEC meeting on 5/16/24.</p>
Students	<p>A public meeting on 1/18/24 was held to present the District's progress on the CA School Dashboard, academic performance, academic engagement, condition and climate data, implementation data and mid-year expenditure data. Students were engaged in the development of the LCAP through participation in the Thought Exchange which collected feedback and input on the LCAP by responding to the prompt "What are the most important things our district needs to think about in order to support all students" Thought Exchange responses are public, allowing participants to rate their level of agreement with what other participants said. As a result, feedback trends were derived, filtered for students responses and used to develop the LCAP. The Thought Exchange was sent to students via email, website and social media on 2/26/24 and remained open until 3/29/24.</p>
Equity Multiplier funds: Mt. Olive teachers	<p>A public meeting was held on 1/18/24 to present the District's progress on the CA School Dashboard, academic performance, academic engagement, condition and climate data, implementation data and mid-year expenditure data. Students were engaged in the development of the LCAP through participation in the Thought Exchange which collected feedback and input on the LCAP by responding to the prompt "What are the most important things our district needs to think about in order to support all students" Thought Exchange responses are public, allowing participants to rate their level of agreement with what other participants said. As a result, feedback trends were derived, filtered for Mt. Olive and used to develop focus goal for Equity Multiplier funds.</p> <p>Staff</p>

Educational Partner(s)	Process for Engagement
	<ul style="list-style-type: none"> • Staff Meetings: Discussions held on during the 2023-24 school year at bimonthly meetings focused on identifying equity challenges and potential interventions for WASC. • Professional Development Days: On August 7, 2023, October 9, 2023, and January 22, 2024; staff participated in WASC workshops aimed at addressing MIT's socioeconomically disadvantaged population and implementing evidenced based solutions and supports
Equity Multiplier funds: Other personnel at Mt. Olive	<p>A public meeting was held on 1/18/24 to present the District's progress on the CA School Dashboard, academic performance, academic engagement, condition and climate data, implementation data and mid-year expenditure data. Students were engaged in the development of the LCAP through participation in the Thought Exchange which collected feedback and input on the LCAP by responding to the prompt "What are the most important things our district needs to think about in order to support all students" Thought Exchange responses are public, allowing participants to rate their level of agreement with what other participants said. As a result, feedback trends were derived, filtered for Mt. Olive and used to develop focus goal for Equity Multiplier funds.</p> <p>Staff</p> <ul style="list-style-type: none"> • Staff Meetings: Discussions held on during the 2023-24 school year at bimonthly meetings focused on identifying equity challenges and potential interventions for WASC. • Professional Development Days: On August 7, 2023, October 9, 2023, and January 22, 2024; staff participated in WASC workshops aimed at addressing MIT's socioeconomically disadvantaged population and implementing evidenced based solutions and supports
Equity Multiplier funds: Mt. Olive parents	<p>A public meeting was held on 1/18/24 to present the District's progress on the CA School Dashboard, academic performance, academic engagement, condition and climate data, implementation data and mid-year expenditure data. Students were engaged in the development of the LCAP through participation in the Thought Exchange which collected feedback and input on the LCAP by</p>

Educational Partner(s)	Process for Engagement
	<p>responding to the prompt "What are the most important things our district needs to think about in order to support all students" Thought Exchange responses are public, allowing participants to rate their level of agreement with what other participants said. As a result, feedback trends were derived, filtered for Mt. Olive and used to develop focus goal for Equity Multiplier funds.</p> <p>Parents</p> <ul style="list-style-type: none"> • School Site Council Meetings: Meetings on September 14, 2023; October 19, 2023; November 16, 2023; December 14, 2023; January 18, 2024; February 15, 2024; and March 7, 2024: • Parent WASC Meetings: Western Association of Schools and Colleges (WASC) Meetings: Held on March 27, 2024, March 28, 2024; and March 29, 2024, where community stakeholders reviewed and provided feedback.
Equity Multiplier funds - Mt. Olive students	<p>A public meeting was held on 1/18/24 to present the District's progress on the CA School Dashboard, academic performance, academic engagement, condition and climate data, implementation data and mid-year expenditure data. Students were engaged in the development of the LCAP through participation in the Thought Exchange which collected feedback and input on the LCAP by responding to the prompt "What are the most important things our district needs to think about in order to support all students" Thought Exchange responses are public, allowing participants to rate their level of agreement with what other participants said. As a result, feedback trends were derived, filtered for Mt. Olive and used to develop focus goal for Equity Multiplier funds.</p> <p>Students</p> <ul style="list-style-type: none"> • Student WASC Meetings: Western Association of Schools and Colleges (WASC) Meetings: Held on March 27, 2024, March 28, 2024, and March 29, 2024, where diverse groups of students discussed their experiences and provided feedback for WASC and equity initiatives.

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

Educational Partners included parents/guardians, District employees (teachers, administration and all staff), students, and community members. The process of engaging these Educational Partners consisted of meetings with key groups and a digital opinion sharing platform called Thought Exchange that allowed Educational Partners to participate in English or Spanish. The public was notified of the opportunity to submit comments regarding specific LCAP actions and expenditures through the Thought Exchange platform that was publicized on the District website, via the District's ParentSquare communication system and school newsletters. At the conclusion of a four week window in late March 2024, 165 Educational Partners had participated, sharing 207 unique thoughts and providing 4,255 ratings of other thoughts. Of those participants, 57 were parents, 72 were staff, 41 were students. In addition to participation in the Thought Exchange, in-person meetings were conducted with District Leadership, Site Administrators, Certificated Bargaining Unit leadership, Classified Bargaining Unit leadership, and the Special Education Local Plan Area leadership. The proposed LCAP was presented to the Parent Advisory Committee (PAC) on May 16, 2024 and to the District English Learner Advisory Committee (DELAC) on May 10, 2024. The superintendent provided written feedback to the comments received from the DELAC and PAC. A notice was published in the San Gabriel Valley Tribune on June 3, 2024 to provide opportunity for the public to submit written comments regarding specific actions and expenditures in the LCAP. A public hearing was conducted at a regular meeting of the DUSD Governing Board on June 13, 2024 prior to formal approval on June 27, 2024, when the District's Budget was also approved.

The LCAP was influenced by this engagement with Educational Partners in the following ways:

1. College, Career and Life Readiness Concerns about the quality of education, including students being passed to the next grade without fully understanding the material (rating of 3.7), highlight the need for a stronger focus on ensuring students are truly ready for college, career, and life. These responses influenced Goal 1 that focuses on actions that include: individualized teaching methods, additional resources and support for struggling students.
2. Welcoming, Positive and Supportive Schools: The concerns about safety, security, and campus culture (rating of 4.0) underline the importance of creating a welcoming, positive, and supportive school environment. These responses influenced Goal 2 that focuses on actions that include: supporting appropriate student behaviors, strengthening security processes, and fostering a respectful campus culture.
3. Family and Community Partnerships: The emphasis on better communication (rating of 4.2) and the need for more resources and support for students (rating of 4.1) highlight the importance of strong family and community partnerships. These responses influenced Goal 3 that focuses on actions that include implementing a reliable communication platform, organizing regular parent-teacher meetings, and involving parents and the community in school activities and decision-making processes.
4. 21st Century Schools, Facilities and Operations: Concerns about the quality of food served in schools (rating of 4.2), the need for healthier options, and the suggestion for more organized sports for students (rating of 4.0) indicate the need for modern, health-conscious facilities and operations. These responses influenced Goal 4 that focuses on actions around school operations including student nutrition, physical education and facilities that support 21st century learning.
5. Equity Multiplier Funds: At Mt. Olive High School, provide equitable access to teaching and learning that improves outcomes for all students and closes the achievement gap.

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Goals and Actions

Goal

Goal #	Description	Type of Goal
1	College, Career and Life: Provide equitable access to teaching and learning that improves outcomes for all students and closes the achievement gap.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

DUSD recognizes that there are significant disparities in academic achievement between low-income students, foster youth, English learners, and students with disabilities compared to all students. These disparities create an achievement gap that must be addressed to ensure that every student has an equitable opportunity to succeed. This goal was developed because students need to be adequately prepared for post-secondary success. The current level of academic achievement indicates that many students will not be ready for the rigors of college and/or career. There is a significant gap in academic performance between all students and low-income, English learners and students with disabilities. There is also a significant gap in graduation rate and the College/Career Indicator between all students and students with disabilities. These student groups were most affected by school closure during the pandemic shutdown with credit deficiencies that were not recovered.

SBAC English language arts:

- All students = -12.6 Distance from Standards (DFS)
- Low-income = -36.6 DFS
- English learners = -55.9 DFS
- Students with Disabilities = - 100.9 DFS

SBAC Math:

- All students = -51.5 DFS
- Low-income = -73.2 DFS
- English learners = -84.3 DFS
- Students with Disabilities = - 127.9 DFS

Graduation Rate:

- All students - 87%
- Low-income - 85%
- English learners - 85%
- Students with disabilities 62%

Feedback from Educational Partners also supports a goal to close the achievement gap:
 Thoughts related to concern about achievement gap (4.3 stars), math skills (4.3 stars) and interventions for at risk students (4.3)
 Thoughts related to course offerings: more electives (4.2 stars). fostering college and career opportunities (4.2), course accessibility (4.2)

By focusing on closing the achievement gap, the district aims to provide equal access to quality education for all students, regardless of their socioeconomic status, race, or other factors that may impact their academic performance.

The actions and metrics grouped together achieve Goal 1 in the following ways:
 Equitable Access to Resources: Ensuring all students, particularly those from underserved communities, have access to additional support and resources to enhance their learning (Action 1.1).
 Focused Interventions: Implementing targeted initiatives such as class size (Action 1.2) reduction, English learner support (Action 1.3 and 1.4), and reading interventions (Action 1.6) to address specific needs and remove barriers to success.
 Career and College Readiness: Providing early exposure to career options (Action 1.8) and practical skills (Action 1.5), coupled with strong academic preparation, to ensure students are ready for college and career pathways.
 Personalized and Technologically Enhanced Learning: Utilizing MTSS (Action 1.7) and technology (Action 1.9) to cater to individual learning needs, keeping students engaged and improving their overall academic outcomes.
 By aligning actions with measurable outcomes, DUSD systematically addresses and monitors progress towards closing the achievement gap, improving overall student performance, and preparing students for future success in college, careers, and life.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	CAASPP English Language Arts (ELA) CA School Dashboard ELA Academic Indicator Distance from Standard (DFS) Source: caschooldashboard.org	2023 CA School Dashboard All students = -12.6 DFS Low-income = -36.6 DFS English learners = -55.9 DFS Long-term English learners = TBD Students with Disabilities = - 100.9 DFS			2026 CA School Dashboard All students = 6.6 DFS Low-income = - 21.6 DFS English learners = -35.9 DFS Long-term English learners = TBD Students with Disabilities = -80.9 DFS	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.2	CAASPP Math CA School Dashboard Math Academic Indicator Distance from Standard (DFS) Source: caschooldashboard.org	2023 CA School Dashboard All students = -51.5 DFS Low-income = -73.2 DFS English learners = -84.3 DFS Long-term English learners = TBD Students with Disabilities = - 127.9 DFS			2026 CA School Dashboard All students = - 36.5 DFS Low-income = - 58.2 DFS English learners = -64.3 DFS Long-term English learners = TBD Students with Disabilities = -97.9 DFS	
1.3	California Science Test % Meets or Exceeds Standard Source: caaspp- elpac.cde.org	2023 CA Science Test Results All students = 23.09% Low-income = 15.06% English learner = 1.45% Long-term English learners = TBD Students with Disabilities = 7.53%			2026 CA Science Test Results All students = 33.09% Low-income = 27.06% English learner = 11.45% Long-term English learners = TBD Students with Disabilities = 17.53%	
1.4	English Learner Progress Indicator Source: California School Dashboard	In 2023, 50.7% of English learner students were making progress towards English Language Proficiency as reported on the 2023 CA School Dashboard.			In 2026 60% of English learner students were making progress towards English Language Proficiency	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.5	Implementation of State Standards Data Source: Local Indicator of CA School Dashboard and CAISchls California School Staff Survey Report (CSSS) and data collected from Structured Learning Walks	<p>Duarte Unified met standard of implementation of state standards as reported on the 2023 California School Dashboard and CSSS results:</p> <p>Professional Development Needs 39% - Positive behavior support and classrooms management 46% - Creating a positive school climate 39% - Working with diverse racial, ethnic, or cultural groups 55% - Meeting the social, emotional, and developmental needs of youth.</p> <p>Narrative observation summary from a total of 15 Structured Learning Walks including:</p> <p>Clear learning objectives posted in classrooms. Variety of instructional methods used, including direct instruction, small group work, and independent practice.</p>			<p>Duarte Unified met standard of implementation of state standards as reported on the 2026 California School Dashboard.and CSSS results:</p> <p>Professional Development Needs Decrease the areas of need by 10%</p> <p>Classroom observation of standards-based instruction collected from Structured Learning Walks.</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Teachers use technology effectively alongside traditional learning materials. Lessons are differentiated to meet individual student needs. Strong use of academic vocabulary in all subjects. Teachers provide clear and specific feedback to students.				
1.6	Reclassification Rate for English Learners Source: CA School Dashboard	For the 2022-23 school year, the reclassification rate was 9%.			For the 2025-26 school year, the reclassification rate will be 12%	
1.7	Career Technical Education (CTE) Pathway Completion - College Career Indicator Data source: CA School Dashboard	On the 2023 CA School Dashboard, the CTE Pathway completion rate All students - 34.9% Low-income - 30.6% English learner - 23.1%			On the 2025 CA School Dashboard, the CTE Completion Rate will be All students - 40% Low-income - 40% English learner - 30%	
1.8	a-g Completion for admission to a UC/CSU. Data source: CA School Dashboard Additional Reports	For the class 2023, All students - 28% Low-income - 23.6% English learner - 13.2% Homeless - 11.8%			for the Class of 2026, the A-G Completion rate will be All students 50% Low-income - 45%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Students with Disabilities - 5.1% Hispanic - 27.7%			English learner - 20% Homeless - 25% Students with Disabilities - 15% Hispanic - 50%	
1.9	College/Career Ready: a-g Requirements and at Least One CTE Pathway. Source: College/Career Measures Report	Class of 2023, % of graduates that completed a-g requirements and at least one CTE Pathway All students - 6.1% Low-income - 5.6% English learners - 1.9% Students with disabilities - 0			Class of 2026, % of graduates that complete a-g requirements and at least one CTE Pathway will be: All students - 12% Low-income - 11% English learners - 6% Students with disabilities - 6%	
1.10	Advanced Placement (AP) Pass Rate	In 2023, for all students 70 of 96 exams (73%) received a score of 3 or better on an AP exam.			In 2026, for all students, 80% of AP exams taken will earn a score of 3 or better on an AP exam.	
1.11	Early Admissions Program (EAP) Readiness	In 2023, EAP Readiness in ELA All students - 21.31% exceed standard; 30.05% met standard Low-income - 17.27% exceed standard; 20.00% met standard			In 2026, EAP Readiness in ELA All students - 31% exceed standard; 40% meet standard Low-income - 27% exceed standard; 30% meet standard	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>English learners - 0% exceed standard; 17.86% met standard</p> <p>In 2023, EAP Readiness in Math All students - 17.49% exceed standard; 4.37% met standard</p> <p>Low-income - 3.64% exceed standard; 13.64% met standard</p> <p>English learners - 0% exceed standard; 3.70% met standard</p>			<p>English learners - 5% exceed standard; 22% meet standard</p> <p>In 2023, EAP Readiness in Math All students - 28% exceed standard; 15% meet standard</p> <p>Low-income - 10% exceed standard; 20% meet standard</p> <p>English learners - 5% exceed standard; 15% meet standard</p>	
1.12	Access to a Broad Course of Study Data Source: Local Indicator CA School Dashboard	<p>On the 2023 CA School Dashboard, Duarte Unified met standard on the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code for Grades 1-6 and 7-12.</p> <p>Dual Enrollment - Early College 27%</p>			<p>On the 2026 CA School Dashboard, Duarte Unified will meet standard on the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code for Grades 1-6 and 7-12.</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					Dual Enrollment - Early College 30%	
1.13	College Credit Course Completed Data Source: CA School Dashboard - College/Career Levels and Measures Report	On the 2023 CA School Dashboard, the College Credit Course completion was: All students - 61.6% English learners - 41.7% Low-income - 58.5% Students with disabilities - 0 Homeless - 100% .			On the 2026 CA School Dashboard, the College Credit Course completion will be: All students - 70% English learners - 50% Low-income - 68% Students with disabilities - 5% Homeless - 100%	

Goal Analysis

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Supplemental resources targeted to close the achievement gap	Instructional materials for intervention to effectively meet the targeted needs of at-risk students including English learners, foster youth, and low-income students. Hands-on learning activities such as Outdoor Science Education increase equitable access by reducing financial barriers for low-income students. Teacher Learning Coaches to facilitate professional learning for teachers for improved outcomes for English learners and LTEL and Tier II intervention for English learner, low-income and foster youth. Resources for foster and homeless students including school supplies, transportation and tutoring.	\$721,231.00	Yes
1.2	Targeted Class Size Reduction	Reduce class sizes in Grade TK-12 classes with high numbers of English learners, low-income students, and foster youth so that teachers can provide Tier II intervention in small groups and individualized support to target the needs of these students who are at-risk.	\$1,992,590.00	Yes
1.3	English Learner Supports	Bilingual aides to provide supplemental support to English learner students in their core academic classes and support with language acquisition programs. This support includes tutoring, translation, and additional lessons on academic language.	\$128,024.00	Yes
1.4	Long-Term English Learners	Additional instructional support with language acquisition for LTEL students and those at-risk of not reclassifying by fifth grade. This support includes tutoring, Tier II interventions in vocabulary development, and review of essential concepts in core classes.	\$166,406.00	Yes
1.5	Career Preparation	CTE opportunities for English learners, foster youth, and low-income students by providing: Salaries for CTE teachers Salary for CTE support staff	\$481,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Instructional materials for CTE classes</p> <p>Student Internships</p> <p>Salary for Director of College, Career and Community Partnerships</p> <p>This action expands the CTE program beyond the scope of other funding sources.</p>		
1.6	High School Reading Intervention	<p>Reading intervention program to address the need to improve reading proficiency for low-income, English learner and foster youth who are at-risk on not graduating.</p> <p>Reading intervention teacher salaries and benefits</p> <p>Curriculum and Materials</p>	\$85,000.00	Yes
1.7	Multi-Tiered System of Supports (MTSS)	<p>MTSS provides a framework to identify needed interventions and consistently monitor the progress of at-risk students. The students who are at-risk of underperforming are low-income, English learner and foster youth. This action includes a MTSS structure at each school site that includes progress monitoring using the following assessment systems.</p> <p>Benchmark Assessments (STAR Renaissance)</p> <p>TK-2 Assessment Platform (ESGI)</p>	\$44,784.00	Yes
1.8	Middle School Career Exploration	<p>Strengthen thematic-based instructional models and and expand elective options in Grade 6-8 so that at-risk students (low-income, English learner, foster youth) are prepared for the high school options that will improve their post-secondary outcomes. Based on analysis of the District's CA School Dashboard, low- income and English learner students are not performing as well as all students on a-g completion. English learners students are not performing as well as all students on the College/Career Indicator.</p> <p>Students need equitable preparation for the different high school pathways. In grades 6 - 8, thematic based instructional models and elective options provide access to experiential learning and prepare those students who have historically not demonstrated the same success on high school</p>	\$575,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>outcomes as all students. This action contributes to improving services for these students by providing:</p> <p>Materials & supplies to support thematic-based instruction</p> <p>International Baccalaureate MYP</p> <p>Expansion of elective options</p>		
1.9	Technology Initiative	<p>Provide technology and access to 21st century learning to benefit low-income, English learners and foster youth that do not have equitable access.</p> <p>Chromebook or other digital device for each student to use at school and at home</p> <p>Portable hotspots for students who need wireless connectivity at home</p> <p>Digital Media Specialists to provide direct support to students with technology access</p> <p>Software Management System (Destiny) to ensure equitable access to all digital resources</p>	\$452,087.00	Yes
1.10	Action to Improve ELA and Math Achievement for Students with Disabilities	<p>1. PLC: Professional learning communities for Special Education teachers to share content expertise and collaborate to develop Math and English lesson plans that congruently teach similar concepts across all sites. PLCs will drive the blended learning model where students are engaged with individual and collaborative learning opportunities. Teachers will meet regularly, share expertise, and work collaboratively to improve students' teaching skills and academic performance. PLCs will serve two broad purposes: 1. Design Math and English lesson plans that engage students 1:1 and in small group instruction. 2. Discuss how to best support students with disabilities and English learners.</p> <p>2. Academic Achievement & Wellness: Implement a Universal Screening Program and a Student Management System to identify and monitor student needs in English Language Arts and Mathematics. The special education teachers will use the data analysis to implement timely intervention, and the inclusion specialist will support this process.</p> <p>3. We will continue to use programs such as System 44 and Read 180 to conduct an intensive reading program self-study to gauge and improve the</p>	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
		efficacy of our reading intervention system. In the English course curriculum, English course teams will also receive support to analyze data from end-of-unit assessments for CCSS-aligned instructional units.		
1.11	Action Plan to Improve Graduation and College Career Readiness for Students with Disabilities	<p>1. Special education will establish a system for staff to track student progress toward graduation. During the student IEP, assessment results, grades, attendance, and overall academic performance will be reviewed. Students will also meet with the academic counselor and college/career liaison to discuss their status with credits and transition goals after graduation. A concentrated effort will be made to meet more regularly with students with disabilities, Foster Youth, low-income students, and English Learners because of their various challenges and experiences. This personalized support is crucial in ensuring their success. The district will implement Tier 1,2,3 support based on research supported by the school site PBIS team. This support directly increases graduation rates and reduces dropout rates.</p> <p>2. The High school administrators will include and provide students with access to relevant Career Technical Education (CTE) pathways that support college and career readiness. Students with disabilities at the secondary level will be provided with additional counseling resources to allow them to understand their individual academic path and develop connecting, mentoring relationships with adults in school. Special education teachers will implement post-secondary assessments to aid students in making career choices.</p>	\$0.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Goal 2: Welcoming, Positive and Supportive Schools (Pupil engagement and School Climate) Establish a school environment which fosters physical and emotional security, encourages community involvement, and promotes inclusive opportunities for student engagement	Broad Goal

State Priorities addressed by this goal.

Priority 5: Pupil Engagement (Engagement) Priority 6: School Climate (Engagement)
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An explanation of why the LEA has developed this goal.

The district developed this goal because the importance of creating a positive and supportive learning environment for all students was identified as a priority indicated by feedback from our educational partners. Research has shown that when students feel physically and emotionally safe at school, they are more likely to engage in learning and achieve academic success. Therefore, the district aims to create a school environment that is welcoming and supportive of all students, regardless of their background, identity, or abilities. A focus on community involvement can also help to create a sense of belonging and connection for students, which can positively impact their academic and personal growth. Promoting inclusive opportunities for student engagement can help to create a sense of belonging and connection for all students.

The actions and metrics grouped together, achieve Goal 2 in the following ways:

PBIS as the Foundation (Action 2.1): PBIS sets the tone for positive behavior and is supported by enhanced campus security (Action 2.2) and mental health initiatives (Action 2.3), creating a comprehensive approach to student well-being.

Security and Safety: Enhanced campus security (Action 2.2) ensures that the physical environment is safe, which complements the emotional and behavioral support provided by PBIS (Action 2.1) and mental health services (Action 2.3)

Mental Health and Attendance: Mental health support helps students manage their emotions, reducing barriers to attendance (Action 2.4) and engagement, which are further supported by the attendance initiative.

Data-Driven Decision Making:

Consistent Monitoring: Regularly tracking suspension rates, safety perceptions, mental health indicators, and attendance rates allows the district to measure the effectiveness of each action and make informed adjustments.

Feedback Loops: Collecting feedback from students, parents, and staff ensures that the initiatives remain responsive to the needs of the school community.

3. Community and Family Engagement:

Holistic Support: Engaging families and community organizations provides additional resources and support, enhancing the overall impact of the district's efforts.

Inclusive Environment: Promoting community involvement and inclusive opportunities for student engagement fosters a sense of belonging and connection for all students.

Summary: By aligning PBIS, enhanced campus security, mental health support, and the attendance initiative, the district creates a multifaceted approach to achieving Goal 2. Each action supports the others, addressing different aspects of student well-being and creating a welcoming, positive, and supportive school environment that promotes engagement, safety, and academic success. The metrics used to measure effectiveness ensure continuous improvement and alignment with the goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Graduation Rate Data source: CA School Dashboard	The Class of 2023 Graduation Rate: All students - 87% Low-income - 85% English learners - 85% Students with disabilities 62%			The Class of 2026 graduation rate All students - 95% Low-income - 95% English learners - 91% Students with disabilities - 72%	
2.2	High School Dropout Rate Data source: CALPADS	In 2022-23, 14 students dropped out of high school. CALPADS Report 8.1b			In 2025-26 the high school dropout rate will be 3 students.	
2.3	Middle School Dropout Rate Data source: CALPADS	In 2022-23, 1 student dropped out of middle school. CALPADS Report 8.1b			In 2025-26 the middle school dropout rate will be 0 students.	
2.4	Chronic Absenteeism CA School Dashboard Source: www.caschooldashboard.org	On the 2023 CA School Dashboard, the chronic absenteeism rate was: All students - 28.7% Low-income - 33.9% English learner - 24.7% Foster youth - 21.4% Hispanic - 31.6% Students with disabilities - 41.4%			On the 2026 CA School Dashboard, the chronic absenteeism rate was: All students - 18% Low-income - 23% English learner - 14% Foster youth - 11%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Filipino - 24.7% Asian - 14.6%			Hispanic - 21% Students with disabilities - 31% Filipino - 14% Asian - 10%	
2.5	Attendance Rate CALPADS Report 14.1	In 2022-23, 43.78% of students attended school for 95% or more of the school year (absent less than 5%.)			In 2025-26, 67% of students attended school for 95% or more of the school year (absent less than 5%.)	
2.6	School Connectedness and Sense of Safety as measured by the California Healthy Kids Survey - Students	In 2023 - 24 School Connectedness responses on the California Healthy Kids Survey 78% grade 5 55% grade 7 42% grade 9 50% grade 11 School perceived as very safe or safe on the California Healthy Kids Survey 76% grade 5 55% grade 7 48% grade 9 51% grade 11			In 2025-26 School Connectedness responses on the California Healthy Kids Survey 82% grade 5 59% grade 7 46% grade 9 54% grade 11 School perceived as very safe or safe on the California Healthy Kids Survey 80% grade 5 59% grade 7 52% grade 9 55% grade 11 52% grade 9 55% grade 11	
2.7	School Safety for Students as measured	In 2023-24, 34% of school staff perceive			In 2025-26, 40% of school staff	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	by the California Healthy Kids Staff Survey	the school as safe or very safe for students and 31% report harassment/bullying as a moderate/severe problem. 29% responded positively about staff collegiality and 27% responded positively about staff working environment.			perceive the school as safe or very safe for students and 35% report harassment/bullying as a moderate/severe problem. 33% responded positively about staff collegiality and 31% responded positively about staff working environment.	
2.8	Suspension Rate CA School Dashboard Source: www.caschooldashboard.org	During the 2022-23 school year, % of students suspended at least once: All students - 4% Low-income - 5% English learners - 5% Students with disabilities - 6.3% Homeless - 6.9% Two or more races - 7% White - 3%			During the 2025-26 school year, % of students suspended at least once: All students - 2% Low-income - 2% English learners - 2% Students with disabilities - 2% Homeless - 2% Two or more races - 2% White - 2%	
2.9	Expulsion Rate Data Source: CALPADS	In 2022-23, % of students expelled: All students - 0.2% (5 students)			In 2025-26, % of students expelled: All students < 4 students	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Low-income - 0.3% (5 students) English learners - 0.1% (1 student)			Low-income < 4 students English learners < 2 students	
2.10	CALPADS Incident Count Report Data Source: CALPADS EOY Report 7.10	In 2022-23 Incidents involving Suspension or In-house Suspension -154 Unduplicated Pupil Count - 134 87% of Incidents involved Unduplicated Pupils Incidents involving Expulsions - 5 Unduplicated Pupil Count - 5 100% of Incidents involved Unduplicated Pupils			In 2025-26 < 50% of Incidents involving suspension or in-house suspension will be Unduplicated Pupils < 50% of Incidents involving expulsions will be Unduplicated Pupils	
2.12						

Goal Analysis

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Positive Behavior Intervention Support (PBIS)	<p>PBIS is the foundation of a safe learning environment where expectations are clear, appropriate behavior is intentionally taught, and incentives are utilized to promote positive outcomes. Based on analysis of the suspension rate as reported on the CA School Dashboard, All Students- (4.2%) were at the Yellow Performance Level (4.2% suspended at least once) as compared to Foster Youth (7.9%) and low-income (5.9%) were at the Orange Performance Level. Students who are at-risk of suspension benefit from a positive school culture where expectations are clear and students are provided with a positive way to connect to school.</p> <p>This action will ensure that school site teams are appropriately trained in PBIS and that the PBIS team has implemented and monitored the use of the PBIS matrix at the school</p> <p>PBIS training for school staff teams</p> <p>PBIS Supplies</p>	\$43,500.00	Yes
2.2	Enhanced Campus Security	<p>A student's sense of safety on school campuses contributes to improved services for the low-income, foster youth, homeless, and English learner students who are most vulnerable to the trauma associated with adverse childhood experiences. This action will ensure that staff responsible for campus safety have been appropriately trained to work with students who</p>	\$20,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		have experienced trauma. The training includes how to respond to acts of violence or campus intrusion. Safety Training for School Sites		
2.3	Mental Health Support	Mental Health support to promote student success by providing the needed tools to low-income, English learner and Foster youth who are disproportionately affected by conditions related to their English language proficiency, family poverty, the foster care system or housing instability. Services for these students are increased by this action that includes: Mental Health Support and tutoring for Foster youth Additional counseling staff to provide mental health support	\$125,000.00	Yes
2.4	Attendance Initiative	Implement an attendance initiative and provide student/family support to Foster youth, low-income students and English learners who have historically higher truancy and dropout rates than the general population. The Student Services department that monitors tiered attendance strategies, provides direct support of vulnerable student populations and the re-engagement of at-risk students. Salary for Student Services Director Salary for Student Services Secretary Salary for Site Clerks	\$300,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Family & Community Partnerships: Provide parent/family engagement based on a climate of trust and authentic two-way communication	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement) Priority 6: School Climate (Engagement)
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An explanation of why the LEA has developed this goal.

<p>The need to focus on parent/family engagement was based on analysis of responses from our educational partners (4.1 ratings on priority for strong communication from school.) We also analyzed the parental involvement responses on the California Healthy Kids Survey. The needs of foster youth, English learners, and low-income students were considered first when implementing enhanced parent and family engagement. According to the Family Engagement Toolkit: Continuous Improvement through an Equity Lens published by the CDE, two critical dimensions of parent engagement are building relationships and connecting to student learning.</p> <p>The actions and metrics grouped together achieve Goal 3 in the following ways:</p> <p>Building Trust: Consistent and reliable communication (Action 3.1) through multiple channels fosters a sense of trust between parents and the school.</p> <p>Authentic Two-Way Communication: Providing platforms (Action 3.1) and events for parents (Action 3.2) to express their needs and feedback ensures that communication is not just one-way but truly interactive.</p> <p>Inclusive Engagement: Special focus on English learners, foster youth, and low-income families ensures that engagement strategies (Action 3.2) are equitable and inclusive, addressing the unique challenges these groups face.</p> <p>Continuous Improvement: Monitoring and analyzing the effectiveness of these actions through engagement metrics and survey responses allow for ongoing refinement of strategies to better serve the community.</p> <p>Result: Enhanced parent and family engagement, where parents feel connected, informed, and empowered, leading to improved student outcomes in academic achievement, attendance, and overall well-being.</p>

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	School Safety as measured by the	In 2023-24, parents reported:			In 2026-27, parents will report:	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	California Healthy Kids Parent Survey	School is a safe place for my child - 54% Harassment or bullying of students is a large problem - 13% Parents feel welcome to participate in school - 44%			School is a safe place for my child - 60% Harassment or bully of students in a large problem - 9% Parents feel welcome to participate in school - 50%	
3.2	Parent and Family Engagement: Parent Participation and Decision Making	Duarte Unified met standard of Local Indicator on the 2023 CA School Dashboard. On the California Healthy Kids Survey, 30% of parents responded that the school actively seeks the input of parents.			Duarte Unified will met standard of Local Indicator on the 2026 CA School Dashboard. On the California Healthy Kids Survey, 36% of parents will respond that the school actively seeks the input of parents	

Goal Analysis

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Enhanced Communication Tools	Provide multiple authentic engagement opportunities for parents and families with a focus on reaching those populations that have historically not been as engaged as all parents including English learner, foster youth, homeless, and low-income. The action contributes to improving services for low-income, English learner and Foster youth students by providing the following tools: Parent education classes through Parent University Website (EdLio) Parent Portal Parent Link App Parent Square	\$40,800.00	Yes
3.2	Parent/Family Focused Events	Host events at the school sites to engage parents/families that build community trust and understanding how home/school partnership is critical for student success. This action is directed at improving academic achievement, graduation rate, college/career indicator and chronic absenteeism. Parent University Title I Parent/Family Engagement Activities	\$8,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	21st Century Schools, Facilities and Operations: Provide a highly skilled staff and 21st century facilities that support diverse educational programs that prepare students for college, career and life.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)

An explanation of why the LEA has developed this goal.

The district developed this goal because it recognizes the importance of ensuring that their students are well-equipped to navigate the complex and rapidly changing world of today and tomorrow. To achieve this goal, they understand the need for a talented and knowledgeable team of educators who can deliver high-quality instruction, as well as modern facilities that offer the resources and technology necessary to support a wide range of learning experiences. By prioritizing these objectives, the district hopes to provide their students with the tools and skills they need to succeed not only in their academic pursuits, but also in their future careers and personal lives.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Mis-Assignments Of Teachers	The standard was met with 100% of teachers appropriately assigned on the 2023 CA School Dashboard.			The standard will be met with 100% of teachers appropriately assigned on the CA School Dashboard.	
4.2	Instances where facilities meet the "Good Repair" as measured by the Facilities Inspection Tool.	The standard was met with 100% of facilities meeting the "Good Repair" Standard as reported on the 2023 CA School Dashboard			The standard will be met with 100% of facilities meeting the "Good Repair" Standard as reported on the CA School Dashboard.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.3	Percent of Students with access to standards-aligned instructional materials for use at school and at home as measured by Williams report.	The standard for instructional materials was met with 100% of students have access to standards-aligned instructional materials for use at school and at home as reported on the 2023 CA School Dashboard.			The standard for instructional materials will be met with 100% of students have access to standards-aligned instructional materials for use at school and at home as reported on the CA School Dashboard.	

Goal Analysis

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Quality Certificated Staff	Compensate and support a high quality certificated staff to minimize staff turnover. Per Williams v. State of California, every student will receive instruction from a fully credentialed teacher. Salaries and benefits for certificated staff	\$17,655,925.00	No
4.2	Quality administrators	Compensate and support highly effective and learning-centered leaders and administrative management staff. Salaries and benefits for management positions	\$4,578,354.00	No
4.3	Quality classified support staff	Compensate and support a highly trained support staff and qualified paraprofessionals, including certification and licensure requirements, if necessary, in all schools and the District office.	\$9,668,337.00	No
4.4	Operational Expenses	Per Williams, et al., vs. State of California, et al. provide expenditures for basic services to support operational expenses incurred in carrying out an organization's day-to-day activities. Operational Expenses	\$405,000.00	No
4.5	Maintenance and Facilities	Per Williams, et al., vs. State of California, et al. provide sufficient maintenance, grounds, and facilities staff to maintain safe and decent school facilities Maintenance Expenses	\$805,000.00	No
4.6	Standards-based Instructional Materials	Per Williams, et al., vs. State of California, et al. (Williams) provide state-adopted CCSS- based textbooks and instructional materials. Core Instructional Materials	\$45,000.00	No

Action #	Title	Description	Total Funds	Contributing

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	<p>Enhancing College and Career Readiness for Low-Income Students at Mt. Olive High School</p> <p>Objective: To significantly improve the college and career readiness of low-income students at Mt. Olive, reducing the percentage of graduates not prepared for college and career from 97.7% to 80% by the end of the 2025-2026 school year.</p> <p>Goal Description: At MIT, we are dedicated to providing equitable access to high-quality teaching and learning experiences that improve outcomes for all students and close the achievement gap. Most students enroll in Mt. Olive High School already significantly behind in credits for graduation. Recognizing the critical need to address the low college and career readiness levels among our low-income student population, we aim to reduce the percentage of graduates not prepared for college and career from 97.7% to 80% by the end of the 2025-2026 school year.</p> <p>Metrics:</p> <p>College and Career Indicator (CCI) Improvement:</p> <p>Reduce the percentage of low-income graduates not prepared for college and career from 97.7% in 2023 to 90% by the end of the 2024-2025 school year.</p> <p>Further reduce this percentage to 80% by the end of the 2025-2026 school year.</p> <p>Program Participation:</p> <p>Ensure that 100% of low-income students participate in college and career readiness programs by the end of the 2024-2025 school year.</p> <p>Increase student engagement in college and career counseling sessions to 100% by the end of the 2025-2026 school year.</p> <p>Student Outcomes:</p> <p>Improve graduation rates for low-income students by 10% by the end of the 2025-2026 school year.</p> <p>Increase the number of low-income students enrolling in post-secondary education or career training programs by 20% by the end of the 2025-2026 school year.</p>	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

<p>Priority 2: State Standards (Conditions of Learning)</p> <p>Priority 4: Pupil Achievement (Pupil Outcomes)</p> <p>Priority 5: Pupil Engagement (Engagement)</p>
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An explanation of why the LEA has developed this goal.

Mt. Olive Innovation and Technology High School (MIT) and the District identified a critical need to address the low college and career readiness levels among our low-income students based on the 2023 California Dashboard data. This data revealed that 97.7% of our graduates were not prepared for college and career, a statistic that highlights a significant equity issue within our school community.

Identification Process:

Data Analysis:

The 2023 California Dashboard data was the primary source of information that highlighted the urgent need to improve college and career readiness for low-income students. The data showed that a vast majority of our graduates were not meeting readiness standards, prompting a closer examination of the factors contributing to this outcome.

Educational Partner Consultations:

In response to these findings, the District engaged in extensive consultations with educational partners, including teachers, parents, students, and community organizations. These discussions provided valuable insights into the challenges faced by low-income students and the types of support and resources needed to improve their readiness for college and careers.

WASC Visiting Committee Recommendations:

The WASC Visiting Committee also identified college and career readiness as a critical growth area for MIT. They recommended deepening the use of MajorClarity and other online programs to help students set and achieve their college and career goals. This external validation further emphasized the need to focus on this area.

Internal Evaluation:

MIT conducted an internal evaluation and recognized college and career readiness as a significant area of weakness. The school acknowledged that addressing this issue was essential for ensuring that all students, especially those from low-income backgrounds, are equipped for future success.

Implementation Strategies:

To address this concern, MIT will implement strategies specifically aimed at enhancing college and career readiness for low-income students. This will include integrating relevant programs and resources, such as MajorClarity, to help students explore and plan their future careers and educational paths. Additionally, MIT will focus on providing high-quality programs that link academic learning to real-world career opportunities, ensuring that students can see the relevance of their education to their future goals.

Expected Outcomes:

By prioritizing college and career readiness for low-income students and implementing targeted strategies, MIT aims to significantly improve outcomes and better prepare all students for success after graduation. This focus goal is a crucial step toward closing the achievement gap and promoting educational equity within our district.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	DASS 1-Year Graduation Rate - Mt. Olive High School	Class of 2023 All students - 78.7% Low-income - 75.6%			Class of 2026 All students - 84% Low-income - 83%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Data source: CA School Dashboard	English learners - 89.5% Students with disabilities 66.7%			English learners - 94% Students with disabilities - 72%	
5.2	College/Career Indicator - Mt. Olive High School Data source: CA School Dashboard	On the 2023 CA School Dashboard, Mt. Olive College/Career Indicator Very low performance level 97.7% not prepared 2.3% approaching prepared			On the 2026 CA School Dashboard, Mt. Olive College/Career Indicator Low performance level 80% not prepared 10% approaching prepared	

Goal Analysis

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	Strengthen College & Career Readiness	Strengthening college and career readiness by implementing the 12 Essential Elements of a High Quality CTE Program. The metric used to measure the effectiveness of the action is the High Quality CTE Program self-evaluation tool provided by the CDE.	\$0.00	No
5.2	College & Career Guidance	Providing comprehensive college and career guidance through our academic counselor and the use of online platforms MajorClarity and eDynamics to help students explore career options, set goals and develop post-secondary plans. The metric used to measure the effectiveness of the actions are the embedded college and career assessments	\$30,000.00	No
5.3	Workshops, Internships & Work-Based Learning	Offering vocational workshops, internships and work-based learning opportunities to equip students with practical skills and experiences. Examples include: Student participation in CTSOs, particularly SkillsUSA; Workshops, internships, work-based learning will be done through Creating Creators. The metric used to measure the effectiveness of the actions will include CTSO participation; Internship & WBL hours completed.	\$50,000.00	No
5.4	Concurrent Enrollment	Implementing college and career readiness through concurrent enrollment for juniors and seniors. The metric used to measure the effectiveness of the actions will include the number of students concurrently enrolled	\$0.00	No
5.5	Industry & Business Partner Support	Developing and strengthening business, industry partners and community organizations to provide additional resources and support for career development. The metric used to measure the effectiveness of the actions will include the number of field trips to business and industry partners. We are scheduling 1 field trip per month.	\$6,000.00	No

Action #	Title	Description	Total Funds	Contributing
5.6	CTE Professional Development	Providing CTE professional development opportunities for teachers throughout the year. Examples include: LACOE trainings, CTE Conferences and professional development; additional work hours. The metric used to measure the effectiveness of the actions will include teacher registration and application of applied strategy effectiveness	\$14,000.00	No
5.7	Cinematic Arts Pathway Technology	Cinematic arts equipment includes cameras, lenses, lighting fixtures, grip gear, sound recording tools, editing software, visual effects programs, props, costumes, makeup, and production accessories. The metric used to measure the effectiveness of this action will include the implementation and use of technology to produce student film	\$25,000.00	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$4,985,422	\$263,060.00

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
15.692%	0.557%	\$184,947.80	16.249%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	<p>Action: Supplemental resources targeted to close the achievement gap</p> <p>Need: Our CAASPP data shows the following concerns: English language arts: English learners scored 56 points below standard.</p>	<p>In order to address this need, we will provide Instructional materials for intervention to effectively meet the targeted needs and improve ELA and Math academic outcomes of at-risk students including English learners, foster youth, and low-income students</p> <p>Hands-on learning activities such as Outdoor Science Education increase equitable access by reducing financial barriers for low-income students.</p>	<p>We will monitor the effectiveness of this action:</p> <p>CAASPP English language arts (Metric 1.1) CAASPP Math (Metric 1.2) California Science Test (Metric 1.3) English learner Progress Indicator (Metric 1.4)</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Homeless students scored 61 points below standard Low-income students scored 37 points below standard While all students scored 13 points below standard In Math: English learners scored 84 points below standard Homeless student scored 78 points below standard Low-income students scored 72 points below standard While all students scored 13 points below standard.</p> <p>When asked for input, educator partner feedback indicated that struggling students need additional support to be successful. Thoughts related to concern about achievement gap (4.3 stars), math skills (4.3 stars) and interventions for at risk students (4.3). “Intervention support during school (4.1) Students are more likely to attend intervention during school.” “Support how they learn (4.1 starts) Not occasionally but daily make learning relatable not w/ books, computers, lectures but hands on, real life learning, exploring, outdoors, engagement”</p> <p>Based on the needs assessment that included data and educational partner feedback, English learners, low-income and homeless youth need additional targeted academic support in English language arts, math and science that is consistent and engaging.</p>	<p>Teacher Learning Coaches to facilitate professional learning for teachers and Tier II intervention for English learner, low-income and foster youth to improve academic outcomes. Resources for foster and homeless students including school supplies, transportation and tutoring to improve academic outcomes. This action is provided on an LEA-wide basis because all our students benefit from additional support when there is an identified need.</p>	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
1.2	Action: Targeted Class Size Reduction Need: Our CAASPP data shows the following concerns: English language arts: English learners scored 56 points below standard. Homeless students scored 61 points below standard Low-income students scored 37 points below standard While all students scored 13 points below standard In Math: English learners scored 84 points below standard Homeless student scored 78 points below standard Low-income students scored 72 points below standard While all students scored 13 points below standard. Our A-G Completion rate shows the following concerns: Low-income - 23.6% English learner - 13.2% Homeless - 11.8% While all students were at 28%	In order to address this need, class sizes will be reduced in those classes that have a high percentage of English learner, low-income and foster youth so that teachers are able to provide individualized support to those students who are struggling. The action is directed at improving academic outcomes This action is provided on an LEA-wide basis because here are high-needs students in all schools/classrooms across the District.	We will monitor the effectiveness of this action by: CAASPP English language arts (Metric 1.1) CAASPP Math (Metric 1.2) California Science Test (Metric 1.3) A-G Completion rate (Metric 1.8)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Educator partner feedback indicated that class size limits the attention that teachers may give to student who need additional support: “class sizes are too large, assistance is needed to meet needs” (4.4) “to many kids in a class gets the teacher overwhelmed and then they can't handle the class” (4.2) “We need smaller class sizes to help them with reading, writing, and math.” (4.1)</p> <p>Based on the needs assessment that included data and educational partner feedback, English learners, low income and foster youth need more individualized support to address their unique needs in order to achieve the same performance levels as all students.</p> <p>Scope: LEA-wide</p>		
1.5	<p>Action: Career Preparation</p> <p>Need: Our College/Career Ready report: a-g Requirements and at Least One CTE pathway shows the following concerns: Low-income - 5.6% English learners - 1.9% While all students were at All students - 6.1%</p> <p>Our CTE Pathway completion rate shows the following concerns: Low-income - 30.6%</p>	<p>In order to address this need, English learners, foster youth and low-income students will be provided more options to effectively prepare for college/career including more CTE pathway choices. This action is provided on a schoolwide basis (Duarte and Mt. Olive High School) so that the master schedule that serves all students will include relevant opportunities that reflect the real-life work options available for students when they graduate from high school.</p>	<p>We will monitor the effectiveness of this action: CTE Pathway completion rate (Metric 1.7) College/Career Ready rate (Metric 1.9)</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>English learner - 23.1% While all students was - 34.9%</p> <p>Educator partner feedback indicated the need to focus on course offerings at the secondary level: “Fostering college and career opportunities for all. Students need to have opportunities to be prepared to be productive citizens either via the college route or the career route.”(4.2) “More access to core classes for secondary-age students through expanding the master schedule.” (4.1)</p> <p>Based on the needs assessment that included an analysis of data and educational partner feedback, English learners, low-income student and foster youth need more options during high school to engage in relevant career-based preparation.</p> <p>Scope: Schoolwide</p>		
1.6	<p>Action: High School Reading Intervention</p> <p>Need: Based on our EAP Readiness in English language arts for grade 11 students: Low-income - 37.27% English learners - 17.86% While all students - 50.36%</p> <p>Feedback from Educational Partners include:</p>	Based on this need, English learners, foster youth and low-income students will be provided reading intervention at the high school. This action is provided at Duarte High School so that the master schedule will include a Reading Intervention English course for those students who are at-risk of failing regular English due to low reading levels.	We will monitor the effectiveness of this action by: EAP Readiness in English language arts for grade 11 students (Metric 1.11)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>“Strategic intervention plan for at risk students. Students enter 9th grade with huge learning gaps. There are few intervention type classes at the high school.” (4.1).</p> <p>Based on the needs assessment that included an analysis of data and educational partner feedback, English learners, low-income students and foster youth need to attain a proficient level of literacy in order to access the core curriculum.</p> <p>Scope: Schoolwide</p>		
1.7	<p>Action: Multi-Tiered System of Supports (MTSS)</p> <p>Need: Our CAASPP data shows the following concerns: English language arts: English learners scored 56 points below standard. Homeless students scored 61 points below standard Low-income students scored 37 points below standard While all students scored 13 points below standard In Math: English learners scored 84 points below standard Homeless student scored 78 points below standard</p>	Based on this need, English learners, foster youth and low-income students will be monitored using effective tools that support the identification of appropriate interventions. This action is provided on a LEA-wide basis so that the MTSS process monitors all students. As a result, instructional delivery is efficient, allowing time and space for more targeted interventions that meet the needs of at-risk students including low-income students, English learners and foster youth. This action is provided on an LEA-wide basis because all our students benefit from early intervention when there is an identified need	We will monitor the effectiveness of this action: CAASPP English language arts (Metric 1.1) CAASPP Math (Metric 1.2) A-G Completion rate (Metric 1.8)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Low-income students scored 72 points below standard While all students scored 13 points below standard. Our A-G Completion rate shows the following concerns: Low-income - 23.6% English learner - 13.2% Homeless - 11.8% While all students were at 28%</p> <p>Feedback from Educational Partners include: “The MTSS and SST process - students aren't being identified, serviced or supported properly. We don't have a large enough admin/staff to meet needs. As students fall farther behind due to lack of meaningful support, their behavior becomes worse. There's a strain on the gen ed classroom.” (4.3)</p> <p>Based on the needs assessment that included analysis of data and educational partner feedback, English learners, low-income and foster youth students need close monitoring of academic progress.</p> <p>Scope: LEA-wide</p>		
1.8	<p>Action: Middle School Career Exploration</p> <p>Need:</p>	Based on this need, English learners, foster youth and low-income students starting in grades 6-8 will be provided expanded course offerings so that they will be more prepared to select and complete a college/career high school pathway. This action	We will monitor the effectiveness of this action: CTE Pathway completion rate (Metric 1.7)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Our College/Career Ready report: a-g Requirements and at Least One CTE pathway shows the following concerns: Low-income - 5.6% English learners - 1.9% While all students were at All students - 6.1%</p> <p>Our CTE Pathway completion rate shows the following concerns: Low-income - 30.6% English learner - 23.1% While all students was - 34.9%</p> <p>Educational Partner Feedback comments related to expanding educational options: "More options so students can explore different interests" (4.2) "Students need more electives especially in high school. Students will leave the district to other schools that have more to offer. "(4.2) "Fostering college and career opportunities for all. Students need to have opportunities to be prepared to be productive citizens either via the college route or the career route. "(4.2)</p> <p>Based on the needs assessment that included analysis of data and educational partner feedback, English learners, low-income students and foster youth do not have the advantage of early exposure to the variety of options to consider for college/career.</p> <p>Scope:</p>	<p>is provided on an LEA-basis so that these course offerings will be integrated into the master schedule at all schools to ensure equitable opportunities for all unduplicated pupils.</p>	<p>College/Career Ready rate (Metric 1.9)</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
1.9	<p>Action: Technology Initiative</p> <p>Need: Our CAASPP data shows the following concerns: English language arts: English learners scored 56 points below standard. Homeless students scored 61 points below standard Low-income students scored 37 points below standard While all students scored 13 points below standard In Math: English learners scored 84 points below standard Homeless student scored 78 points below standard Low-income students scored 72 points below standard While all students scored 13 points below standard. Our A-G Completion rate shows the following concerns: Low-income - 23.6% English learner - 13.2% Homeless - 11.8% While all students were at 28%</p> <p>Educational partner feedback comments include show the follow concerns:</p>	Based on this need, English learners, foster youth and low-income students will be provided the digital tools and support to use those tools. It is provided on an LEA- basis to establish an equitable standard for instructional technology across all student groups.	<p>We will monitor the effectiveness of this action:</p> <p>CAASPP English language arts (Metric 1.1) CAASPP Math (Metric 1.2) A-G Completion rate (Metric 1.8)</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>"Have varying levels of classes to help the students who are struggling. So the students that are struggling are in a class that can go at a slower pace." "better tech programs that are self guiding for students like khan academy so students with different pace can learn at their own pace "(3.9) "Ensuring that our students have access to the latest curriculum and materials should priority for our district. Up-to-date curriculum support teachers in their efforts to deliver effective instruction."Having access allow teachers to meet the diverse needs." (3.8)</p> <p>Based on the needs assessment that included analysis of data and educational partner feedback, English learners, low-income students and foster youth need to have equitable access to the tools that support differentiated instruction that meets their unique needs.</p> <p>Scope: LEA-wide</p>		
2.1	<p>Action: Positive Behavior Intervention Support (PBIS)</p> <p>Need: Our CALPADS Incident Report 7.10 shows the following concern Incidents involving Suspension or In-house Suspension -154 Unduplicated Pupil Count - 134</p>	<p>Based on this need, English learners, low-income students and foster youth will benefit from the PBIS framework which provides a consistent and predictable environment that promotes positive behavior and social-emotional well-being. By emphasizing positive reinforcement and building strong relationships between students and staff, PBIS creates a sense of safety and belonging that fosters engagement and academic success. For</p>	<p>We will measure the effectiveness of this action by: CALPADS EOY Incident Report 7.10 (Metric 2.10) California Healthy Kids Survey (Metric 2.7)</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>87% of Incidents involved Unduplicated Pupils Incidents involving Expulsions - 5 Unduplicated Pupil Count - 5 100% of Incidents involved Unduplicated Pupils</p> <p>Responses to the California Healthy Kids Staff Survey show the following concern: 34% of school staff perceive the school as safe or very safe for students and 31% report harassment/bullying as a moderate/severe problem.</p> <p>Educational partner feedback shows the following highly rated concern: "Students' behaviors. Does it line up with their school's motto. Why not? Teach and demonstrate consistently. Education is important but so is character. Too many students have poor behavior and disrespect each other and staff. This needs work!!" (4.0)</p> <p>Based on the needs assessment that included analysis of data, English learners, low-income students and foster youth need supportive processes that promotes positive behavior to prevent behaviors that impede learning.</p> <p>Scope: LEA-wide</p>	<p>English learners, PBIS provides a supportive and inclusive environment that values diversity and promotes positive social interactions. By incorporating culturally responsive practices and emphasizing positive behavior, PBIS creates an environment where English learners feel supported and engaged in their learning. For low-income students, PBIS provides a sense of equity and fairness in the school environment. By emphasizing positive behavior and creating a culture of respect and inclusion, PBIS helps to level the playing field for low-income students and foster engagement and success in school. This action is provided on an LEA-wide basis so that PBIS is consistently integrated into the climate at each school.</p>	
2.2	<p>Action: Enhanced Campus Security</p> <p>Need:</p>	<p>Based on this need, English learners, low-income students and foster youth will benefit by having appropriately trained security staff and proctors on campus. These personnel will be in methods of</p>	<p>We will measure the effectiveness of this action by</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Our CALPADS Incident Report 7.10 shows the following concern Incidents involving Suspension or In-house Suspension -154 Unduplicated Pupil Count - 134 87% of Incidents involved Unduplicated Pupils Incidents involving Expulsions - 5 Unduplicated Pupil Count - 5 100% of Incidents involved Unduplicated Pupils</p> <p>Responses to the California Healthy Kids Survey show the following concerns: School perceived as very safe or safe 76% grade 5 55% grade 7 48% grade 9 51% grade 11</p> <p>Educational partner feedback shows the following highly rated concern: "Safety of the children and to provide a positive environment for them to feel protected and supported Because kids need security and to feel heard, validation and support when facing bullying or aggressive behavior from others."(3.9)</p> <p>Based on the needs assessment that included data analysis and survey data, English learners, low-income and foster youth need adults on campus who can promote positive behavior and support their feelings of safety at school.</p>	<p>crisis prevention intervention, effective emergency responses and strengths-based practices to prevent and reduce the risk of incidents that could disrupt the students' learning. This action is provided on an LEA-wide basis to support a positive school climate where all students benefit from an environment that is conducive to learning.</p>	<p>CALPADS Incident Report 7.10 (Metric 2.10) California Healthy Kids Survey (Metric 2.6)</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
2.3	<p>Action: Mental Health Support</p> <p>Need: Our Chronic Absenteeism Rate shows the follow concern: All students - 28.7% Low-income - 33.9% English learner - 24.7% Foster youth - 21.4% While for all students the rate was 28.7%</p> <p>Responses to the California Healthy Kids Survey show the following concerns: California Healthy Kids Survey for students in grades 7, 9 and 11 reporting social emotional distress 24% - 28% and students reporting chronic sadness/hopelessness 31 - 37%, there continue to be the need to provide mental health support.</p> <p>Our Educational Partner feedback shows the following concerns: “Students really need counseling or SEL support. Since Covid, many students really struggle with managing and regulating their feelings. This leads to lack of focus and behavior issues.” (4.0)</p> <p>Based on the needs assessment that included data analysis and feedback from educational partners, English learners, low-income and foster youth need mental health support to</p>	Based on this need, English learners, low-income students and foster youth will have access to mental health support from an additional counselor and a partner agency. This support will provide these students with the tools and resources to manage stress and anxiety so they are able to attend school regularly. Mental health support will directly address issues of emotional distress that are a barrier to learning. This is an LEA-wide action because all students benefit from these resources.	The effectiveness of this action will be measured by Chronic Absenteeism Rate (Metric 2.4) California Health Kids Survey (Metric 2.6)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>ensure that students attend school consistently and to ensure that mental health challenges are not a barrier to learning.</p> <p>Scope: LEA-wide</p>		
2.4	<p>Action: Attendance Initiative</p> <p>Need: Our Chronic Absenteeism Rate shows the follow concern: Low-income - 33.9% English learner - 24.7% Foster youth - 21.4% While for all students the rate was 28.7%</p> <p>Our DELAC and PAC highlighted the need to promote good attendance at school.</p> <p>Based on the the needs assessment that included data analysis and feedback from educational partners, foster youth, English learners, and low-income students need support to identify barriers that prevent them from consistent school attendance.</p> <p>Scope: LEA-wide</p>	<p>Based on this need, structures put in place to promote attendance through the student services department and school clerks who serve as liaisons with families. By prioritizing the needs of foster youth, English learners, and low income students, the Attendance Initiative aims to create a more equitable educational system that supports the success of all students. Targeted interventions are developed to address the specific challenges that foster youth, English learners, and low-income students face. This includes additional support services such as counseling, mentoring, and tutoring to students who are struggling to attend school regularly. This is an LEA-wide action because the these attendance promotion structures and related services are integrated across all schools.</p>	<p>The effectiveness of this action will be measured by Chronic Absenteeism Rate (Metric 2.4)</p>
3.1	<p>Action: Enhanced Communication Tools</p>	<p>Based on this need, English learner, low-income students and foster youth will benefit from their</p>	<p>The effectiveness of this action will be measured by</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Need: Responses to the Parent California Healthy Kids Survey show the following concern:</p> <p>30% of parents responded that the school actively seeks the input of parents. 44% of parents feel welcome to participate in school,</p> <p>Parents at DELAC and the parent advisory report the need for timely and improved communication from the schools.</p> <p>Based on the needs assessment that included data analysis and feedback from educational partners, parents need improved and flexible ways to connect with school. Parents of unduplicated students have unique conditions that limit their involvement with school. Parents and families of English learners need language support to be connected to school. Parents/guardians of foster youth need facilitated connection with school because these children have more mobility than other students. Parents and guardians of low-income students need more flexible ways to connect with school given work schedule conflicts.</p> <p>Scope: LEA-wide</p>	<p>parents having access to communication tools that meet their needs. This tools include upgraded website, parent portal and a messaging system (Parent Square). These tools include strong language support and allow parents to receive dynamic 2-way communication on their device of choice and connect with their children's principal and teacher. This action is provided on an LEA-wide to establish an equitable standard for instructional technology across all student groups.</p>	<p>California Healthy Kids Parent Survey (Metric 3.1) Local Indicator (Metric 3.2) and student achievement data (Metric 1.1 and 1.2)</p>

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.3	<p>Action: English Learner Supports</p> <p>Need: Our Academic Indicator for English Language Arts and Math is at the Orange performance level for English learners. The Graduation rate for English learners is also at the Orange performance level and the College/Career Indicator for English learners is at the low performance level. English learners need support with academic language to access the core curriculum. With additional support in their core classes, English learners will be able to improve their post-secondary outcomes.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	English learners need support with academic language to access the core curriculum. Bi-lingual aides will help students who have limited English proficiency. With additional support in their core classes, English learners will be able to improve their post-secondary outcomes and English language acquisition.	We will monitor effectiveness of this strategy using English learner outcomes on: CAASPP Language Arts and Math assessments STAR Renaissance Growth Reports in Early Literacy, Reading and Math Classroom grades in core classes
1.4	<p>Action: Long-Term English Learners</p> <p>Need: Our Academic Indicator for English Language Arts and Math is at the Orange performance level for English learners. The Graduation rate for English learners is also at the Orange performance level and the College/Career Indicator for English learners is at the low performance level. The percentage of English learners is the highest in Grade 3 - 6. English</p>	Students are identified as long-term English learners starting in Grade 5. There is a need to increase the number of students who are reclassified English proficient prior to Grade 5 so that they can keep up with the demands of complex curriculum in middle school and high school. A TOSA will provide additional instructional support toward language acquisition for LTEL students and those at-risk of not reclassifying by fifth grade.	We will monitor effectiveness of this strategy using English learner outcomes on: CAASPP Language Arts and Math assessments STAR Renaissance Growth Reports in Early Literacy, Reading and Math Reclassification rates

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>learners in the upper elementary grades need additional support in academic core subjects and English language acquisition skills.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>		

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.

The additional concentration grant add-on funding will be utilized to increase the number of staff providing direct services at our schools that have a high concentration of unduplicated pupils. These staff will provide reading intervention support at Duarte High School (Goal 1.6) and additional counseling time to support the mental health and social-emotional needs of foster youth, English learners and low-income students at Beardslee and Maxwell (Goal 2.3). An additional teaching and learning coach at Beardslee and Maxwell provided services to English learners at Beardslee and Maxwell (Goal 1.4) and a bilingual aide provide to English learners at MIT (Goal 1.3).

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	Royal Oaks 1:106; Valley View 1:15	Beardslee 1:29; DHS 1:42; Maxwell 1:26; MIT 1:11

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 certificated staff providing direct services to students	Royal Oaks 1:20; Valley 1:17	Beardslee 1:17; DHS 1:59; Maxwell 1:29 MIT 1:57

2024-25 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	31,770,458	4,985,422	15.692%	0.557%	16.249%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$38,458,038.00	\$0.00	\$0.00	\$8,000.00	\$38,466,038.00	\$36,081,954.00	\$2,384,084.00

Goal #	Action #	Action Title	Student Group(s)		Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Supplemental resources targeted to close the achievement gap	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$515,231.00	\$206,000.00	\$721,231.00	\$0.00	\$0.00	\$0.00	\$721,231.00	0%
1	1.2	Targeted Class Size Reduction	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$1,992,590.00	\$0.00	\$1,992,590.00	\$0.00	\$0.00	\$0.00	\$1,992,590.00	0%
1	1.3	English Learner Supports	English	Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	\$128,024.00	\$0.00	\$128,024.00	\$0.00	\$0.00	\$0.00	\$128,024.00	0%
1	1.4	Long-Term English Learners	English	Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	\$166,406.00	\$0.00	\$166,406.00	\$0.00	\$0.00	\$0.00	\$166,406.00	0%
1	1.5	Career Preparation	English Foster Low	Learners Youth Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: Duarte High School and Mt Olive High School 9-12	Ongoing	\$456,000.00	\$25,000.00	\$481,000.00	\$0.00	\$0.00	\$0.00	\$481,000.00	0%

Goal #	Action #	Action Title	Student Group(s)		Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.6	High School Reading Intervention	English Foster Low	Learners Youth Income	Yes	Scho olwide	English Learners Foster Youth Low Income	All Schools Specific Schools: Duarte High School 9-12	Ongoing	\$68,000.00	\$17,000.00	\$85,000.00	\$0.00	\$0.00	\$0.00	\$85,000.00	0%
1	1.7	Multi-Tiered System of Supports (MTSS)	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$44,784.00	\$44,784.00	\$0.00	\$0.00	\$0.00	\$44,784.00	0%
1	1.8	Middle School Career Exploration	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$110,000.00	\$465,000.00	\$575,000.00	\$0.00	\$0.00	\$0.00	\$575,000.00	0%
1	1.9	Technology Initiative	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$293,087.00	\$159,000.00	\$452,087.00	\$0.00	\$0.00	\$0.00	\$452,087.00	0%
1	1.10	Action to Improve ELA and Math Achievement for Students with Disabilities	Students Disabilities	with	No				Ongoing	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0%
1	1.11	Action Plan to Improve Graduation and College Career Readiness for Students with Disabilities	Students Disabilities	with	No				Ongoing	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0%
2	2.1	Positive Behavior Intervention Support (PBIS)	Foster Low	Youth Income	Yes	LEA-wide	Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$43,500.00	\$43,500.00	\$0.00	\$0.00	\$0.00	\$43,500.00	0%
2	2.2	Enhanced Campus Security	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$20,000.00	\$20,000.00	\$0.00	\$0.00	\$0.00	\$20,000.00	0%
2	2.3	Mental Health Support	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$105,000.00	\$20,000.00	\$125,000.00	\$0.00	\$0.00	\$0.00	\$125,000.00	0%
2	2.4	Attendance Initiative	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$300,000.00	\$0.00	\$300,000.00	\$0.00	\$0.00	\$0.00	\$300,000.00	0%
3	3.1	Enhanced Communication Tools	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$40,800.00	\$40,800.00	\$0.00	\$0.00	\$0.00	\$40,800.00	0%

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	3.2	Parent/Family Focused Events	All	No				Ongoing	\$0.00	\$8,000.00	\$0.00	\$0.00	\$0.00	\$8,000.00	\$8,000.00	0%
4	4.1	Quality Certificated Staff	All	No				Ongoing	\$17,655,925.00	\$0.00	\$17,655,925.00	\$0.00	\$0.00	\$0.00	\$17,655,925.00	0%
4	4.2	Quality administrators	All	No				Ongoing	\$4,578,354.00	\$0.00	\$4,578,354.00	\$0.00	\$0.00	\$0.00	\$4,578,354.00	0%
4	4.3	Quality classified support staff	All	No				Ongoing	\$9,668,337.00	\$0.00	\$9,668,337.00	\$0.00	\$0.00	\$0.00	\$9,668,337.00	0%
4	4.4	Operational Expenses	All	No				Ongoing	\$0.00	\$405,000.00	\$405,000.00	\$0.00	\$0.00	\$0.00	\$405,000.00	0%
4	4.5	Maintenance and Facilities	All	No				Ongoing	\$0.00	\$805,000.00	\$805,000.00	\$0.00	\$0.00	\$0.00	\$805,000.00	0%
4	4.6	Standards-based Instructional Materials	All	No				Ongoing	\$45,000.00	\$0.00	\$45,000.00	\$0.00	\$0.00	\$0.00	\$45,000.00	0%
5	5.1	Strengthen College & Career Readiness	All	No				Ongoing	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0%
5	5.2	College & Career Guidance	All	No				Ongoing	\$0.00	\$30,000.00	\$30,000.00	\$0.00	\$0.00	\$0.00	\$30,000.00	0%
5	5.3	Workshops, Internships & Work-Based Learning	All	No				Ongoing	\$0.00	\$50,000.00	\$50,000.00	\$0.00	\$0.00	\$0.00	\$50,000.00	0%
5	5.4	Concurrent Enrollment	All	No				Ongoing	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0%
5	5.5	Industry & Business Partner Support	All	No				Ongoing	\$0.00	\$6,000.00	\$6,000.00	\$0.00	\$0.00	\$0.00	\$6,000.00	0%
5	5.6	CTE Professional Development	All	No				Ongoing	\$0.00	\$14,000.00	\$14,000.00	\$0.00	\$0.00	\$0.00	\$14,000.00	0%
5	5.7	Cinematic Arts Pathway Technology	All	No				Ongoing	\$0.00	\$25,000.00	\$25,000.00	\$0.00	\$0.00	\$0.00	\$25,000.00	0%

2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
31,770,458	4,985,422	15.692%	0.557%	16.249%	\$5,175,422.00	0.000%	16.290 %	Total:	\$5,175,422.00
								LEA-wide Total:	\$4,314,992.00
								Limited Total:	\$294,430.00
								Schoolwide Total:	\$566,000.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Supplemental resources targeted to close the achievement gap	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$721,231.00	0%
1	1.2	Targeted Class Size Reduction	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,992,590.00	0%
1	1.3	English Learner Supports	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$128,024.00	0%
1	1.4	Long-Term English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$166,406.00	0%
1	1.5	Career Preparation	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: Duarte High School and Mt Olive High School 9-12	\$481,000.00	0%

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.6	High School Reading Intervention	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: Duarte High School 9-12	\$85,000.00	0%
1	1.7	Multi-Tiered System of Supports (MTSS)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$44,784.00	0%
1	1.8	Middle School Career Exploration	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$575,000.00	0%
1	1.9	Technology Initiative	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$452,087.00	0%
2	2.1	Positive Behavior Intervention Support (PBIS)	Yes	LEA-wide	Foster Youth Low Income	All Schools	\$43,500.00	0%
2	2.2	Enhanced Campus Security	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$20,000.00	0%
2	2.3	Mental Health Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$125,000.00	0%
2	2.4	Attendance Initiative	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$300,000.00	0%
3	3.1	Enhanced Communication Tools	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$40,800.00	0%

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$30,673,976.16	\$29,776,976.55

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Supplemental resources targeted to close the achievement gap	Yes	\$830,000.00	\$800,000.00
1	1.2	Class Size Reduction Initiative	Yes	\$3,500,000.00	\$3,200,000.00
1	1.3	English Learner Supports	Yes	\$300,000.00	\$200,000.00
1	1.4	AVID Student Success Initiative	Yes	\$60,000.00	\$2,000.00
1	1.5	Title I Programs	No	\$765,306.00	\$765,306.00
1	1.6	Reading Intervention Program	Yes	\$85,000.00	\$60,000.00
1	1.7	Muti-tiered System of Supports (MTSS)	Yes	\$6,784.00	\$6,784.00
1	1.8	New Teacher Support	Yes	\$75,000.00	\$40,000.00
1	1.9	Technology Initiative	Yes	\$550,000.00	\$305,000.00
1	1.10	Targeted Support for Students with Disabilities	No	\$0.00	0

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.1	Afterschool Program	Yes	\$1,098,412.00	\$1,098,412.00
2	2.2	Enhanced Campus Security	Yes	\$275,000.00	\$275,000.00
2	2.3	Positive Behavior Intervention Support (PBIS)	Yes	\$48,000.00	\$15,000.00
2	2.4	Attendance Initiative	Yes	\$300,000.00	\$381,000.00
2	2.5	Social Emotional Learning and Mental Health Support	Yes	\$130,000.00	\$65,000.00
2	2.6	Parent/Family Engagement and Communication	Yes	\$70,000.00	\$31,000.00
3	3.1	High School Pathways	Yes	\$450,000.00	\$380,000.00
3	3.2	Grade 6-8 Instructional Models and Electives	Yes	\$600,000.00	\$622,000.00
3	3.3	Expansion of Opportunities for Students with Disabilities	No	\$0.00	0
4	4.1	Quality Certificated Staff	No	\$11,343,594.61	\$11,343,595.00
4	4.2	Quality administrators	No	\$2,058,479.87	\$2,058,479.87
4	4.3	Quality classified support staff	No	\$2,892,857.68	\$2,892,857.68

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
4	4.4	Operational Expenses	No	\$3,852,919.00	\$3,852,919.00
4	4.5	Maintenance and Facilities	No	\$1,279,386.00	\$1,279,386.00
4	4.6	Standards-based Instructional Materials	No	\$103,237.00	\$103,237.00

2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
\$5,502,782	\$7,629,784.00	\$7,481,196.00	\$148,588.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Supplemental resources targeted to close the achievement gap	Yes	\$830,000.00	\$800,000.00	0%	0%
1	1.2	Class Size Reduction Initiative	Yes	\$3,500,000.00	\$3,200,000.00	0%	0%
1	1.3	English Learner Supports	Yes	\$300,000.00	\$200,000.00	0%	0%
1	1.4	AVID Student Success Initiative	Yes	\$60,000.00	\$2,000.00	0%	0%
1	1.6	Reading Intervention Program	Yes	\$85,000.00	\$60,000.00	0%	0%
1	1.7	Muti-tiered System of Supports (MTSS)	Yes	\$6,784.00	\$6,784.00	0%	0%
1	1.8	New Teacher Support	Yes	\$75,000.00	\$40,000.00	0%	0%
1	1.9	Technology Initiative	Yes	\$550,000.00	\$305,000.00	0%	0%
2	2.1	Afterschool Program	Yes	\$350,000.00	\$1,098,412.00	0%	0%
2	2.2	Enhanced Campus Security	Yes	\$275,000.00	\$275,000.00	0%	0%
2	2.3	Positive Behavior Intervention Support (PBIS)	Yes	\$48,000.00	\$15,000.00	0%	0%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	2.4	Attendance Initiative	Yes	\$300,000.00	\$381,000.00	0%	0%
2	2.5	Social Emotional Learning and Mental Health Support	Yes	\$130,000.00	\$65,000.00	0%	0%
2	2.6	Parent/Family Engagement and Communication	Yes	\$70,000.00	\$31,000.00	0%	0%
3	3.1	High School Pathways	Yes	\$450,000.00	\$380,000.00	0%	0%
3	3.2	Grade 6-8 Instructional Models and Electives	Yes	\$600,000.00	\$622,000.00	0%	0%

To Add a Row: Click “Add Row.”

To Delete a Row: Remove all content from each cell, checkbox and dropdown of a row (including spaces), press “Save Data” and refresh the page.

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)
\$33,231,364.00	\$5,502,782	6.51%	23.069%	\$7,481,196.00	0.000%	22.512%	\$184,947.80	0.557%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
 - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

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

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

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

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

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

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 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2025–26 . Leave blank until then.	Enter information in this box when completing the LCAP for 2026–27 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2025–26 and 2026–27 . Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Action #

- Enter the action number.

Title

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

Description

- Provide a brief description of the action.

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

Total Funds

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

Contributing

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

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

Required Actions

- 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).

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