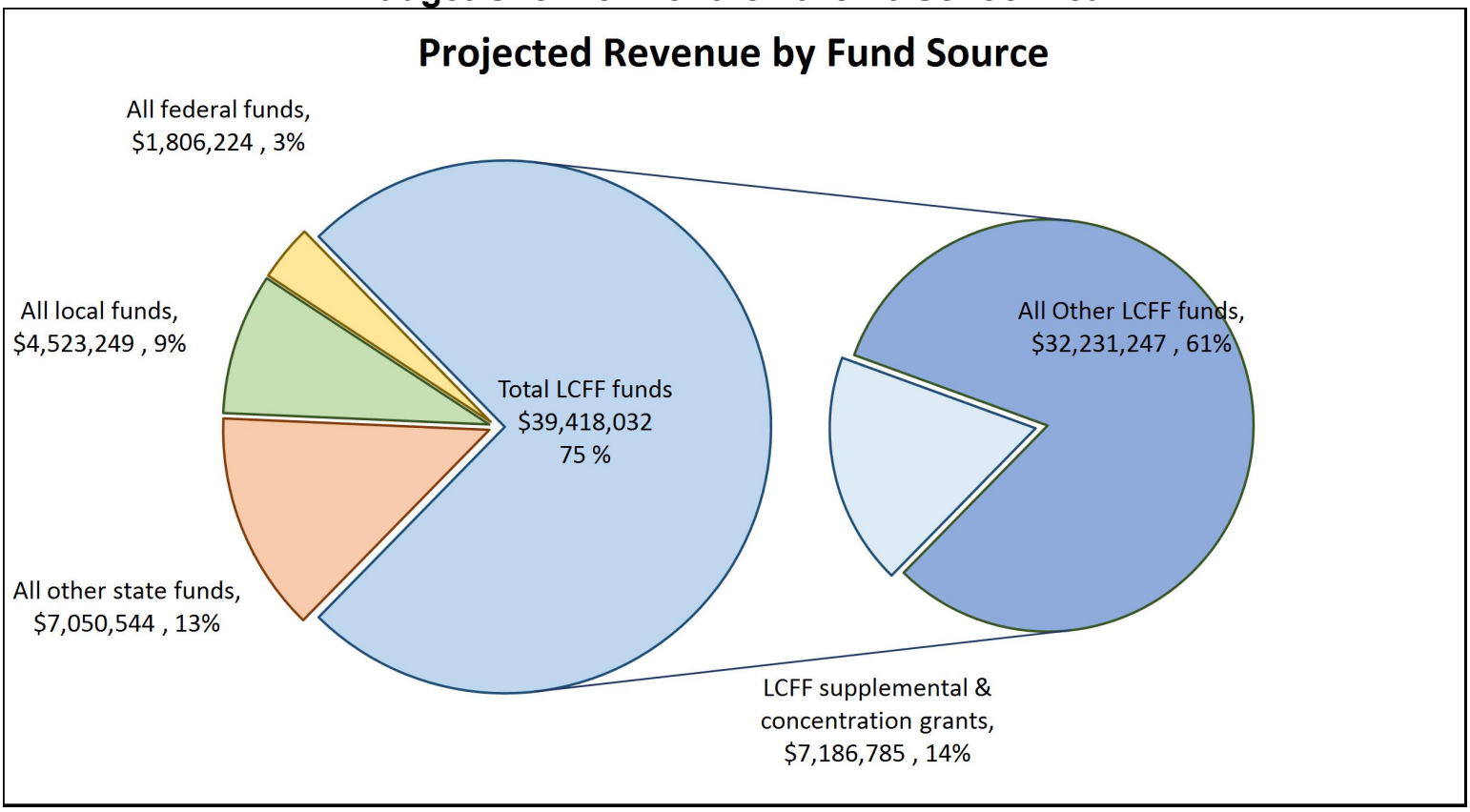
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Duarte Unified School District
CDS Code: 19644690000000
School Year: 2025-26
LEA contact information:
Dr. Kelly Lawson
Senior Director Educational Services
klawson@duarteusd.org
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 2025-26 School Year

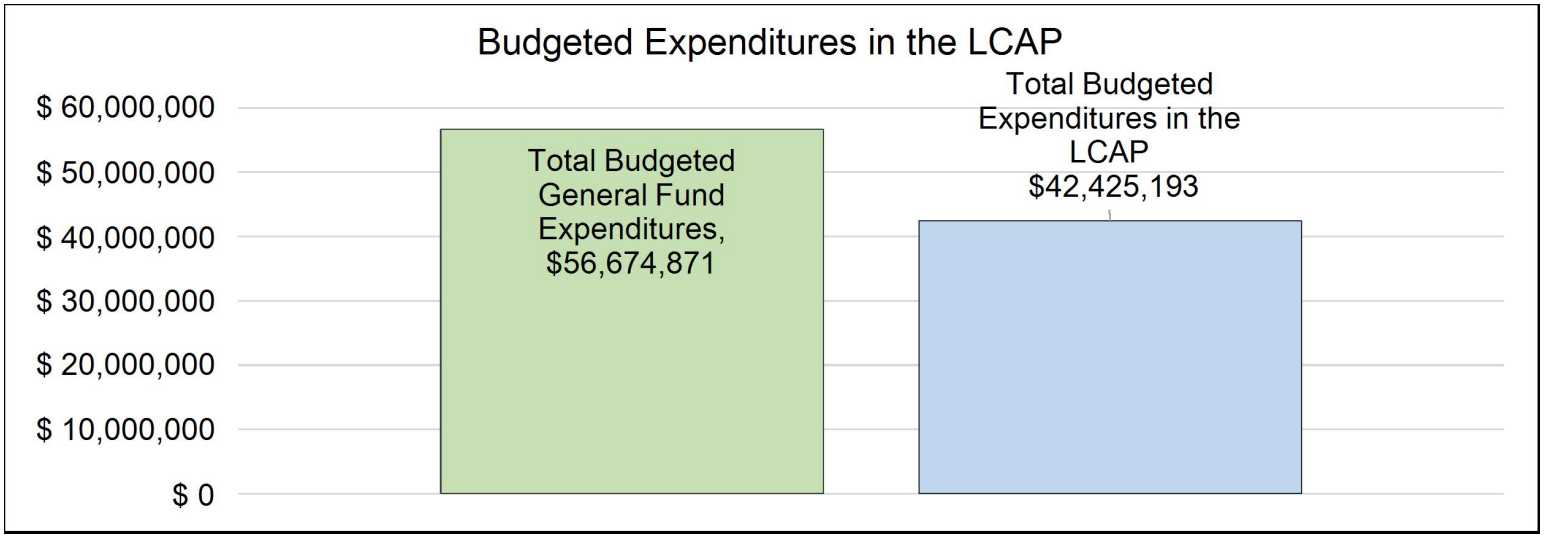


This chart shows the total general purpose revenue Duarte Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Duarte Unified School District is $52,798,049, of which $39,418,032 is Local Control Funding Formula (LCFF), $7,050,544 is other state funds, $4,523,249 is local funds, and $1,806,224 is federal funds. Of the $39,418,032 in LCFF Funds, $7,186,785 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 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Duarte Unified School District plans to spend $56,674,871 for the 2025-26 school year. Of that amount, $42,425,193 is tied to actions/services in the LCAP and $17,256,839 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

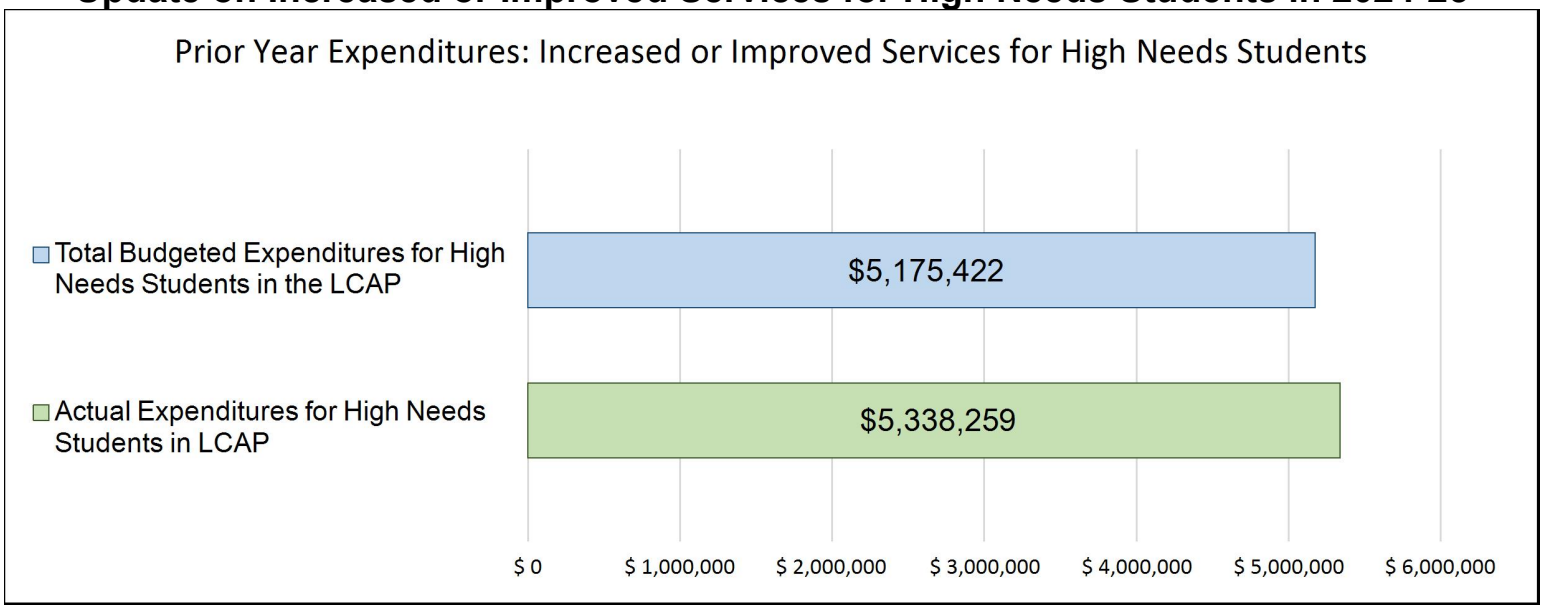
The LCAP does not include district operating expenses, including but not limited to, salaries and benefits, core textbooks and other operational supplies, special education services, routine program costs such as transportation, maintenance and operation costs, routine services provided to the district,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

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

In 2025-26, Duarte Unified School District is projecting it will receive $7,186,785 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 $8,607,577 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



This chart compares what 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 2024-25, Duarte Unified School District's LCAP budgeted $5,175,422 for planned actions to increase or improve services for high needs students. Duarte Unified School District actually spent $5,338,259 for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of $NA had the following impact on Duarte Unified School District’s ability to increase or improve services for high needs students:

NA

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	Dr. Kelly Lawson Senior Director Educational Services	klawson@duarteusd.org 6265995011

Plan Summary [2025-26]

General Information

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

The 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 2023-24 of the 2,980 students enrolled in Duarte Unified, 53.5% were low-income students, 21.1% were English learners, 0.8% were Foster Youth and 16.7% were students with disabilities. The District is ethnically diverse with the significant subgroups as follows: 74.6% Hispanic, 7% White, 6.3% Asian, 3.2% 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 continues to be 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.

Duarte Unified School District is pleased to report the following successes based on the 2024 Dashboard:
Student performance in Mathematics increased by 4.2 points.
Low Income students increased 7.7 points in Mathematics.
Two or more races increased 8.2 points in Mathematics.
Homeless increased by 18.8 points in ELA
Low Income students increased by 4.9 points in ELA
College and Career Preparedness improved by 5.3%.
Graduation Rate increased by 10.9%.
Chronic Absenteeism decreased by 3.2%.

School successes as indicated by green or blue on 2024 dashboard:
Duarte High School for English Learner Progress, Graduation Rate, and College/Career Readiness are green.
Valley View for English Language Arts are green
Mt Olive Innovation and Technology High for Graduation Rate are green

Successes among Student groups within a school
Royal Oaks Filipino, Two or More Races, Asian, White for ELA. in blue. Low income students increased by 8 points in ELA.
Asian, Two or more races, and White in Mathematics and for Suspension Rate.
Valley View White and Economically Disadvantaged for English Language Arts are green.
Maxwell Low Income increased by 5.3 points in ELA. and 12.2 points in Mathematics. English Learners increased by 14.9 points in Mathematics.. .

The challenges as indicated by lowest performance on one or more state indicators on the 2024 Dashboard include:

Schools performance overview with lowest performance indicator/red performance:
Maxwell Academy: English Learner Progress: Red
Valley View: Suspension Rate Red

Maxwell Academy has implemented targeted tutoring for English Learners (Actions 1.1 and 1.3). In addition, the school is conducting student data conferences to support students in monitoring and tracking their academic progress. Efforts are also underway to re-engage students in English Language Development (ELD) through focused and responsive instruction (Action 1.3). To address suspension rates, Valley View has focused on strengthening its implementation of MTSS (Multi-Tiered System of Supports) (Action 1.7) and PBIS (Positive Behavioral Interventions and Supports) (Action 2.1). These efforts aim to reduce suspensions through prevention, early intervention, and consistent, data-driven practices. The school is focusing on teaching clear behavioral expectations to all students; Implementing Tier II Check-In/Check-Out interventions; recognizing and reinforcing appropriate behaviors more frequently than responding to misbehavior; and using restorative circles and conversations as alternatives to suspension to repair harm and rebuild trust.

Student Groups at the District Level with lowest performance indicator/red performance level:
Long-term English Learners (LTEL) and Students with Disabilities (SWD) for ELA and Math
Foster Youth and LTEL for Chronic Absenteeism

To address the needs of LTELs Teaching and Learning Coaches will collaborate with teachers to strengthen both Designated and Integrated ELD (Actions 1.1, 1.3, and 1.4). This includes: Providing daily, targeted Designated ELD aligned to students' English language proficiency levels. Ensuring Integrated ELD is embedded across all content areas, with clear language objectives. Supporting teachers and staff in emphasizing academic vocabulary and discourse using sentence frames, modeling, and structured conversations. In addition, Professional Learning Communities (PLCs) are regularly monitoring student progress using formative assessments, Lexile levels, and classroom performance data to inform and adjust instruction.

To support Students with Disabilities: IEP teams are developing Standards-Based IEP Goals aligned with grade-level content standards to ensure access to the general education curriculum. Schools are implementing small group and targeted interventions using evidence-based strategies tailored to student needs. The Special Education team is receiving targeted professional development on: Universal Design for Learning (UDL). These efforts are designed to equip educators with the knowledge and skills needed to meet the diverse needs of students with disabilities and promote equitable access to rigorous instruction.(Action 1.1, 1.10)

To address chronic absenteeism, school staff have been trained to proactively reach out to families whose children are taking extended absences or traveling, offering options such as independent study when appropriate. This work is supported by Action 2.4. Additionally, schools are holding MTSS meetings focused on attendance to identify at-risk students and collaborate with families on targeted interventions (Action 1.7). By increasing families' understanding of the importance of regular attendance, staffs are hopeful that these efforts will lead to a reduction in chronic absences. Schools recognize that tracking and supporting attendance is just as critical as monitoring academic performance.

Student group within a school with the lowest performance indicator/red performance level:
Beardslee: Long-Term English Learners (LTEL), English Learners and SWD for ELA, SWD for Math
Duarte High School: English Learners, for English Language Arts and SWD for Suspension Rate
Maxwell: LTEL and SWD for ELA
Royal Oaks: SWD for ELA and Math. African American, LTEL and SWD for Chronic Absenteeism, EL for Suspension Rate
Valley View: English Learners, Hispanic, Low-income, SWD for ELA and math
Mt.Olive : Hispanic College and Career Readiness

To address student groups with the lowest performance indicators (Red performance levels), each school is conducting a detailed analysis of subgroup data to identify and implement targeted improvement strategies. Beardslee, Maxwell, Valley View, and Royal Oaks are addressing the ELA and Math needs of Long-Term English Learners (LTELs) and English Learners (ELs) through a combination of Actions 1.1, 1.3, and 1.4. These actions include:
High-dosage tutoring and small group interventions tailored to language development needs
Support from bilingual aides to reinforce instruction and provide native language scaffolding

A focused emphasis on both Designated and Integrated English Language Development (ELD) to accelerate language acquisition and improve access to academic content

To support Students with Disabilities (SWD) at Beardslee, Maxwell, Royal Oaks, and Valley View, schools are implementing:
Structured small group instruction aligned with IEP goals (Action 1.1, 1.10))
Collaborative planning between General and Special Education teachers to ensure access to standards-based instruction (Action 1.7)
Ongoing support and differentiated instruction through Actions (1.1, 1.6, and 1.10)

PLC teams across all sites are utilizing formative assessments, Lexile data, and classroom performance to monitor progress and adjust instruction to meet the needs of all student groups (1.7).

To address chronic absenteeism, schools are implementing strategies aligned with Action 2.4, including family outreach and intervention plans designed to improve student attendance.

To address College and Career Readiness, Mt. Olive High School is implementing a comprehensive set of strategies. Academic counselors support students in exploring career options, setting goals, and planning for life after graduation. Through partnerships with local ROPs, community colleges, and adult education programs, students have access to hands-on CTE pathways and can gain real-world experience through job shadowing, internships, and part-time employment with local businesses. The school also hosts career days and invites guest speakers to expose students to a wide range of professions and postsecondary pathways. These opportunities help students develop technical, professional, and decision-making skills aligned to their individual goals and are supported by LCAP Actions 5.1, 5.2, and 5.5 to ensure all students graduate prepared for college, careers, or both.

To reduce suspension rates, Duarte High School, Royal Oaks, and Valley View are focusing on prevention and early intervention strategies through MTSS and PBIS, as outlined in (Actions 1.6 and 2.1). These include:
Clear behavioral expectations
Tiered supports such as Check-In/Check-Out
Restorative practices to repair harm and build positive school culture.

Goal 3 was expanded to include additional resources to support parent education for families of low-income students, English Learners, homeless students, and foster youth. Research consistently shows that when parents are actively engaged in their child's learning, student academic performance improves. To strengthen family-school partnerships, Duarte Unified School District (DUSD) will provide K–12 parent engagement workshops tailored to meet the unique needs of historically marginalized families. These workshops will be offered in English and Spanish to ensure accessibility and promote a culturally responsive curriculum that values and reflects the diverse backgrounds of our community.
.
The following actions will be expanded to increase or improve services for Low Income, English Learners, and Foster Youth. Expand Goal 1.6 to include K-8 Intervention teachers. District will hire Certificated Intervention Teachers to provide small group learning support. Evidence-based research strongly supports the implementation of intervention teachers as an effective strategy to improve academic outcomes for struggling students. According to the Institute of Education Sciences (IES), multi-tiered systems of support (MTSS) and Response to Intervention (RTI) models—which rely heavily on trained intervention specialists—are proven to accelerate student learning

when implemented with fidelity. Research from the Annenberg Institute at Brown University highlights that high-dosage tutoring—defined as at least three sessions per week with trained educators—has one of the strongest positive effects on academic performance. When combined with systems for early identification of learning gaps through universal screening and diagnostic assessments, schools can intervene proactively, rather than reactively. These approaches promote equity by ensuring students receive the right level of support at the right time, leading to more consistent academic growth and narrowing of performance disparities.

English learners (ELs) and Long-Term English Learners (LTELs) continue to struggle with academic performance. To address this, Project GLAD (Guided Language Acquisition Design) will be implemented. Project GLAD is a professional development model and instructional approach designed to support English language learners and multilingual students. It focuses on improving academic language and literacy skills while fostering positive classroom interactions. The model incorporates research-based strategies to facilitate language acquisition in tandem with academic content instruction. New (Action 1.13) Professional Development : Language Acquisition and Development Training for TK- 8th grade teachers will be provided through new Action 1.13. Additionally, Math and Reading Professional Development will be provided. Research posits that high-quality professional development (PD) is a critical lever in closing achievement gaps and improving outcomes for historically underserved students. Research from the Learning Policy Institute (Darling-Hammond et al., 2017) identifies effective PD as content-focused, sustained over time, collaborative, and grounded in active learning.

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

Schools:
Mt. Olive for mathematics and College and Career Readiness.
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. To address college and career, Action 1.5 will support the effort to provide students with specific guidance and CTE opportunities.

Beardslee and 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.

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).
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 (Action1.1, 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 guidance and by expanding concurrent enrollment at the community college.

Learning Recovery Emergency Block Grant

DUSD currently has approximately $2,000,304.00 of unexpended Learning Recovery Emergency Block Grant (LREBG) funds, . A needs assessment was conducted. As a part of the needs assessment various data sources were analyzed. Data sources included 2024 California School Dashboard including chronic absenteeism, CAASPP Scale Scores (English Language Arts and Mathematics), site-level needs assessments, teacher feedback and recommendations.

Teachers completed a Thought Exchange addressing the prompt: "What student groups are demonstrating the greatest academic need at your site?"
The needs assessment showed that while progress is being made, significant needs remain in the area of English Language Arts and Mathematics performance among our low income, English Learners, Long-term English Learners and Students with Disabilities.

The needs assessment revealed the following:

ELA within a school lowest performance indicator/red performance:
SWD, LTELs at Duarte High
English Learners, Low Income, SWD at Beardslee,
SWD, LTELS, Low Income at Maxwell,
Low Income, SWD Royal Oaks
Low income, SWD Valley View

Math within a school lowest performance indicator/red performance level:
LTELs, SWD at Duarte High
Low Income, SWD, at Beardslee,

SWD, LTELS, Low Income at Maxwell,
Low Income, SWD Royal Oaks
Low income, SWD Valley View

English Learner Progress lowest performance indicator/red performance: Maxwell

Chronic Absenteeism lowest performance indicator/red performance level:
SWD, LTELS at Maxwell
African American, LTELS, SWD at Royal Oaks,

Suspension Rate lowest performance indicator/red performance level:
SWD at Duarte High School
English Learners at Beardslee
English Learners, LTELs, SWD at Maxwell
English Learners at Royal Oaks
Hispanic, Low Income, SWD at Valley View

College and Career lowest performance indicator/red performance level: Hispanic students at Mt. Olive

As part of the district-wide needs assessment, chronic absenteeism data emerged as a critical area of concern. In 2024, Duarte Unified's district-wide chronic absenteeism rate was 23.5%, with the most severe disparities among Foster Youth (47.6%)—a 26.2 percentage point increase from the prior year—and Long-Term English Learners (23.1%), who showed no improvement. Site-level analysis further identified:
Maxwell Academy: Highest chronic absenteeism among Students with Disabilities (SWD) and LTELs
Royal Oaks: Chronic absenteeism disproportionately affected African American students, SWD, and LTELs

Alongside attendance, disruptive student behaviors persist, even with Positive Behavioral Interventions and Supports (PBIS) in place. This suggests the need for deeper adult learning related to student connection, social-emotional development, and trauma-sensitive strategies. Action 2.5 directly addresses this need by emphasizing Conscious Discipline, a research-based framework that transforms discipline into a learning opportunity for both students and adults.

Based on the needs assessments, Action 1.12 was added to provide Expanded Learning Opportunities for students by extending instructional learning time for the 2022–23 through 2027–28 school years by increasing the number of instructional days or minutes provided during the school year, providing summer school supported by $415,000 in Learning Recovery Emergency Block Grant Funds. To address learning loss and close persistent achievement gaps, Duarte Unified School District will implement Action 1.12: Enhanced Learning Opportunities, supported by $415,000 in Learning Recovery Emergency Block Grant (LREBG) funds. This action provides targeted small-group instruction and tutoring in reading and math for low-income students, English learners, homeless youth, and foster youth, both during the school year and through expanded summer learning programs.

The goal is to accelerate academic progress and ensure equitable access to high-quality, personalized support that meets the needs of our most underserved student groups. The effectiveness of this action will be measured using:

Metric 1.1 – CAASPP English Language Arts

Metric 1.2 – CAASPP Mathematics

Metric 1.3 – California Science Test (CAST)

Metric 1.4 – English Learner Progress Indicator

Research supports that expanded learning time, including summer school, significantly improves academic achievement for disadvantaged students (Alexander et al., 2007; RAND Corporation, 2016), especially when instruction is targeted and responsive. This action reflects the district's commitment to equity, academic recovery, and personalized support for all learners.

To expand support for student engagement and address barriers to learning. Goal 2 has been strengthened through the addition of Action 2.5, supported by $60,000 in Learning Recovery Emergency Block Grant (LREBG) funds. This new action focuses on implementing a trauma-informed approach to equip all school staff with the skills and strategies needed to effectively address student conflict, promote emotional regulation, and build a positive school climate. The professional development will include training in Conscious Discipline, restorative practices, and culturally responsive behavior management strategies. The purpose is to shift from punitive responses to proactive, connection-based practices that foster safety and belonging, especially for our most vulnerable students. Training will be provided to teachers, support staff, and site administrators to build collective capacity around managing behavior through empathy, structure, and problem-solving. This adult learning initiative is essential to improving outcomes in chronic absenteeism, suspension, and behavior incidents as measured by:

Metric 2.4 – Chronic Absenteeism Rate

Metric 2.6 – School Climate Surveys

Metric 2.8 – Suspension Rate

Research Support:

The National Child Traumatic Stress Network identifies trauma-informed schools as more likely to reduce absenteeism, behavioral referrals, and suspensions by fostering safe, predictable environments.

Conscious Discipline, based on the work of Dr. Becky Bailey, emphasizes self-regulation and connection, and has been shown to significantly reduce behavior incidents and increase student engagement (Bailey, 2015).

Gregory et al. (2016) found that restorative practices in schools can lead to reductions in suspensions and improvements in teacher-student relationships—key contributors to improved attendance and behavior outcomes.

Zakszeski et al. (2017) highlighted that teacher training in trauma-informed approaches contributes to reduced student distress and more effective classroom management.

Alignment with LREBG Allowable Uses:
Acton 1.12 is aligned with allowable use of the Learning Recovery Emergency Block Grant Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of evidence-based learning supports, such as: Supporting expanded learning opportunity program services pursuant to Section 46120.
Action 2.5 is aligned with allowable uses of the Learning Recovery Emergency Block Grant, including:

Implementation of evidence-based learning supports to address barriers to success:

Professional learning to improve educator effectiveness in supporting students impacted by trauma and learning loss

Expansion of supports for social-emotional wellness and behavior regulation as essential conditions for academic recovery

Reflections: Technical Assistance

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

Duarte USD is eligible for Differentiated Assistance (DA) based on the 2024 CA Dashboard for the following student groups:
Foster Youth: Chronic Absenteeism and Suspension Rate
Long-term English Learners: Chronic Absenteeism, ELA, Math, and Suspension Rate
SWD: ELA, Math and Suspension Rate. Although DUSD was also eligible for Differentiated Assistance in 2023 for SWDs in the College and Career and Graduation Indicators, we continue to support our students with actions in the LCAP.

Long-term English Learners, Foster Youth and Students with Disabilities are demonstrating the greatest need in academic performance both ELA and Math, Chronic Absenteeism and Suspension Rate.
In order to understand our current state, the district did the following: District and Site Leadership Teams met to analyze CA School Dashboard indicators and disaggregate data by student group to identify performance gaps, with emphasis on LTELs, Students with Disabilities and Foster Youth, targeting chronic absenteeism, suspension rates and academic performance. District leadership modeled data sessions with principals to discuss barriers, challenges, and solutions. Principals in turn replicated the data analysis framework with their teams during bi-weekly collaboration meetings. Additionally, sites evaluated their SPSA goals to ensure alignment with LCAP and Dashboard indicators. Sites are using their data to identify student group needs and drive decisions for supports and interventions.
Actions to Improve Academic Performance for LTELs and SWD

- High-Dosage Tutoring (Actions 1.1, 1.4) Focused, small-group or one-on-one tutoring sessions are provided to address deficits in reading and math. ELA focus will emphasize building foundational reading skills including phonemic awareness, phonics, fluency, vocabulary development, and reading comprehension. Math, tutoring will target math fluency, problem-solving, and math discourse to build conceptual understanding and application.
- Supplemental Instructional Resources (Action 1.1) Students receive additional materials and tools that offer multiple opportunities to practice key skills. These resources are used to reinforce learning, promote skill mastery, and differentiate support.
- Data-Driven Instruction Using Benchmark Assessments Schools regularly analyze benchmark assessment data to monitor student progress and adjust instruction based on individual learning needs.
- Differentiated Instruction: Teachers tailor lessons to students’ language proficiency and academic levels, ensuring appropriate scaffolds and access to grade-level content for both LTELs and SWD.

This strategic approach ensures that instruction is responsive, equitable, and aligned to the specific needs of each student group, helping close achievement gaps and accelerate academic growth

Actions to Decrease Chronic Absenteeism Among Foster Youth and Long-Term English Learners (LTELs)
To support consistent school attendance and reduce chronic absenteeism for Foster Youth and LTELs, the following actions are being implemented:

- Strengthen home-school communication and case management, with a focus on high-risk students and families.
- Increase referrals to McKinley Mental Health Services to provide students with social-emotional support and address underlying barriers to regular attendance.
- Partner with School Resource Officers to conduct home visits for students with persistent truancy concerns.
- Collaborate with community resource agencies to ensure students' basic needs—such as food, clothing, and housing—are met.
- These efforts align with Actions 2.3 and 2.4 in the district’s strategic plan.

Actions to Decrease Suspension Rates for Foster Youth, LTELs, and SWD

- Provide Professional Development on Positive Behavior Supports, Trauma-Informed Care, and Restorative Practices (Action 2.5)

Training educators in trauma-informed approaches and restorative practices builds staff capacity to respond to challenging behaviors with empathy and constructive interventions rather than exclusion. This supports students who may have experienced trauma or marginalization and helps create a more supportive school climate.

- PBIS Teams Analyze Office Discipline Referrals (ODRs) and Ensure Equity Checks in Suspension Data (Action 2.1)

Regular data reviews by school PBIS teams ensure that discipline is implemented equitably and that patterns of disproportionality are addressed. Schools are required to review incidents collaboratively before assigning suspensions, promoting accountability and reducing implicit bias in disciplinary decisions.

- Establish Progress Monitoring Systems Within MTSS Framework (Action 1.7)

Embedding behavior support plans and discipline data into the MTSS structure allows schools to track student behavior trends, intervene early, and adjust supports based on student response. This systematic approach helps prevent repeated behavior issues from escalating to suspensions.

- Target Adult Behaviors That Contribute to Student Disruption (New Action 2.5)

Shifting the focus from only student behavior to include adult practices—such as classroom management, tone, and consistency—encourages reflection and growth among educators. By identifying and adjusting adult behaviors that may escalate student misbehavior, schools can create more inclusive, predictable environments that reduce conflict and the need for disciplinary action.

These actions collectively support the creation of safe, inclusive, and supportive school environments, reducing the need for exclusionary discipline and ensuring that vulnerable student groups stay engaged in their learning.

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	Teachers were actively engaged in providing feedback to inform the development and refinement of the Local Control and Accountability Plan (LCAP). A ThoughtExchange survey was conducted to gather teacher input on the progress of LCAP goals, allowing them to share insights and recommendations based on their classroom experiences. A second teacher survey focused on identifying professional learning needs, specifically targeting opportunities to build skills and capacity to better support English Learners, students experiencing homelessness, foster youth, and low-income students. In addition, the district hosted two public meetings where teachers where present. A public meeting was held on 2/12/25 to conduct a deep dive into the CA School Dashboard academic performance, academic engagement, condition and climate and their alignment to LCAP goals where teachers were present. Teachers reviewed LCAP goals and their alignment to school's SPSA goals during site meetings.
Principals	LCAP goals were discussed monthly during monthly principal meetings to collaboratively monitor and support LCAP implementation, review data, and identify potential adjustments to actions being provided. A public meeting was held on 2/12/25 to conduct a deep dive into the CA School Dashboard academic performance, academic engagement, condition and climate and their alignment to LCAP goals. Principals reviewed the CA School

Educational Partner(s)	Process for Engagement
	Dashboard data at a meeting on 1/8/25. Principals evaluated progress of LCAP goals in relation to their Mid-year review of Single Plan for Student Achievement . Principals were engaged in the development of the LCAP through participation in the Thought Exchange which collected feedback and input on the LCAP by providing principals the opportunity to address the progress of LCAP goals and offer recommendation progress toward meeting goals. The Thought Exchange was sent to principals on 2/28/25 and remained open until 3/28/25.
Administrators	Conducted quarterly LCAP meetings with administrators to collaboratively monitor and support LCAP implementation, review data, and identify potential adjustments to actions being provided. A public meeting was held on 2/12/25 to conduct a deep dive into the CA School Dashboard academic performance, academic engagement, condition and climate. A public meeting was held on 2/13/25 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 1/8/25. District Administrators were engaged in the development of the LCAP through participation in the Thought Exchange which collected feedback and input on the LCAP by providing district administrators the opportunity to address the progress of LCAP goals and offer recommendation progress toward meeting goals. The Thought Exchange was sent to district administrators on 2/28/25 and remained open until 3/28/25. Thought Exchange responses are public, allowing participants to rate their level of agreement with what other participants said.
Other School Personnel	The district actively engaged a broad range of school personnel in the LCAP development process to ensure that the perspectives of all staff supporting student success were included. A Principal–Special Education Collaborative meeting was conducted, and instructional aides, occupational therapists, speech and language pathologists, school psychologists, counselors, and other support staff were invited to participate. These educational partners provided valuable input on student needs and effective supports.

Educational Partner(s)	Process for Engagement
	In addition, principals gathered feedback from English Learner Advisory Committee (ELAC) meetings and School Site Council (SSC) meetings, where they shared each school's Single Plan for Student Achievement (SPSA) goals and explained how these goals align with district LCAP goals and state priorities. Feedback from these meetings was communicated to district leadership to illustrate how site-level goals contribute to districtwide LCAP outcomes and to help identify needed resources, interventions, and supports. This input was carefully analyzed and directly informed the annual update of the LCAP, ensuring alignment between school site priorities and districtwide planning.
Certificated Bargaining Unit	The district made intentional efforts to involve the collective bargaining unit in the development of the Local Control and Accountability Plan (LCAP). Two public meetings were held to share LCAP updates and gather feedback from all educational partners, including union members. District continues to put forth effort to consult with DUEA Executive Leadership Team. This collaborative approach ensured that the perspectives of the collective bargaining unit were considered in the planning process.
Classified Bargaining Unit	The district engaged classified staff, represented by the classified bargaining unit, in the development of the Local Control and Accountability Plan (LCAP). A dedicated meeting was held to identify professional learning needs for classified employees, with a focus on building skills to support English Learners and low-income students. During this meeting, participants also identified supports needed to foster welcoming, positive, and supportive school environments, aligning with Goal 2 of the LCAP. In addition, district leadership conducted a consultation meeting with the leadership team, which included representatives from the classified bargaining unit, to review LCAP goals and actions and gather feedback.
Parents	Parents were actively engaged in the review of LCAP goals and priorities during School Site Council meetings, particularly throughout the development and monitoring of the Single Plans for Student Achievement (SPSAs). The SPSAs were aligned with LCAP goals, ensuring coherence between school and district planning. Parents provided valuable input on strategies, actions, and budget

Educational Partner(s)	Process for Engagement
	expenditures, contributing to a shared commitment to improving student outcomes. A public meeting was held on 2/12/25 to conduct a deep dive into the CA School Dashboard academic performance, academic engagement, condition and climate. A public meeting was held on 2/13/25 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 2/24/25and the Parent Advisory - CEC meeting on 2/19/25. Parents were engaged in the development of the LCAP through participation in the Thought Exchange which collected feedback and input on the LCAP by providing parents the opportunity to address the progress of LCAP goals and offer recommendation progress toward meeting goals. The Thought Exchange was sent to parents on 2/28/25 and remained open until 3/28/25. Thought Exchange responses are public, allowing participants to rate their level of agreement with what other participants said. As a result, feedback was analyzed, prioritized and used to update LCAP. As a result, feedback trends were derived, filtered for parent responses and used to update the LCAP. The final draft of the 2025-2026 LCAP were shared with parents at the DELAC meeting on 5/16/25 and at the Parent Advisory - CEC meeting on 5/14/25.
Students	Students were actively engaged in the development of the Local Control and Accountability Plan (LCAP) through multiple feedback opportunities. They completed the California Healthy Kids Survey, which provided valuable input that informed the development of LCAP Goal 2: Welcoming, Positive, and Supportive Schools. In addition, students participated in the LCAP Thought Exchange, a platform designed to collect feedback and input on the progress of LCAP goals and gather student recommendations for improvement. The Thought Exchange was made accessible to students via email, the district website, and social media beginning on February 28, 2025, and remained open through March 28, 2025. Student responses were filtered and analyzed, and their input directly influenced the refinement and development of LCAP goals.

Educational Partner(s)	Process for Engagement
Equity Multiplier funds: Mt. Olive teachers	As part of the educational partner engagement process, the district conducted separate surveys for staff, families, and students at Mt. Olive to gather input related to student needs, potential actions to address those needs, and recommended updates to the Local Control and Accountability Plan (LCAP). Additionally, at Mt. Olive, teacher input was gathered during a School Site Council meeting. During this meeting, staff provided feedback on how to address the unique needs of students, with a focus on promoting equity, implementing effective interventions, and providing targeted supports. This site-level engagement helped ensure that the LCAP reflects the diverse voices and priorities of the school community. • Staff Meetings: Monthly staff meetings were held to support the implementation of resilience and perseverance strategies aimed at better preparing students for college, career, and life. During the 2024–25 school year, bimonthly discussions also focused on identifying equity challenges and developing responsive approaches to address them. • Professional Development Days: On August 12, October 14, 2024, and January 27, 2025, staff participated in WASC-focused professional development workshops. These sessions addressed the needs of MIT's socioeconomically disadvantaged population and emphasized the implementation of evidence-based solutions and supports, including the Resilience Game Plan A framework.
Equity Multiplier funds: Other personnel at Mt. Olive	As part of the educational partner engagement process, the district conducted separate surveys for staff, families, and students at Mt. Olive to gather input related to student needs, potential actions to address those needs, and recommended updates to the Local Control and Accountability Plan (LCAP). Additionally, at Mt. Olive, other personnel input was gathered during a School Site Council meeting. During this meeting, staff provided feedback on how to address the unique needs of students, with a focus on promoting equity, implementing effective interventions, and providing targeted supports.

Educational Partner(s)	Process for Engagement
	This site-level engagement helped ensure that the LCAP reflects the diverse voices and priorities of the school community. • Staff Meetings: Monthly staff meetings were held to support the implementation of resilience and perseverance strategies aimed at better preparing students for college, career, and life. During the 2024–25 school year, bimonthly discussions also focused on identifying equity challenges and developing responsive approaches to address them. • Professional Development Days: On August 12, October 14, 2024, and January 27, 2025, staff participated in WASC-focused professional development workshops. These sessions addressed the needs of MIT's socioeconomically disadvantaged population and emphasized the implementation of evidence-based solutions and supports, including the Resilience Game Plan A framework.
Equity Multiplier funds: Mt. Olive parents	As part of the educational partner engagement process, the district conducted separate surveys for staff, families, and students at Mt. Olive to gather input on student needs, potential actions, and recommended updates to the Local Control and Accountability Plan (LCAP). Additional input was gathered during a School Site Council meeting, where families shared feedback focused on equity, effective interventions, and targeted supports. Regular parent meetings were also held to discuss Equity Multiplier Funds and engage families in the development of the LCAP. Parents participated in a Thought Exchange survey, open from February 28 to March 28, 2025, which provided an opportunity to offer feedback on LCAP progress and share recommendations. At Mt. Olive High School, initial participation in the Thought Exchange was low. To increase engagement, the survey was reopened from May 15–23, 2025. During this period, 11 educational partners participated, with 78% rating progress toward LCAP goals as a 4 or 5.

Educational Partner(s)	Process for Engagement
Equity Multiplier funds - Mt. Olive students	Students were engaged in the development of the LCAP through participation in the Thought Exchange which collected feedback and input on the LCAP by providing students the opportunity to address the progress of LCAP goals and offer recommendation progress toward meeting goals.. The Thought Exchange was sent to students on 2/28/25 and remained open until 3/28/25.

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

The development of the 2025–26 Local Control and Accountability Plan (LCAP) was significantly shaped by input from educational partners, including parents/guardians, district employees (teachers, administrators, and classified staff), students, and community members. Engagement efforts included meetings with key advisory groups and the use of a digital platform, ThoughtExchange, which allowed educational partners to provide input in English or Spanish. To encourage broad participation, feedback opportunities were publicized through the District website, ParentSquare, and school newsletters. During a four-week engagement window in late March 2025, a total of 307 educational partners participated via ThoughtExchange: 250 parents/guardians, 66 staff members, and 9 community members. The ideas, suggestions, and feedback collected through this process played a key role in shaping the LCAP. Data from ThoughtExchange and input from educational partner meetings were carefully analyzed to identify common themes and priorities, which informed the enhancement of existing actions and the development of new ones aligned with student and community needs. The 2025-26 LCAP draft was presented to the Parent Advisory Committee (PAC) on May 14, 2025, and the District English Learner Advisory Committee (DELAC) on May 16, 2025. The Superintendent responded in writing to the feedback from both groups, ensuring transparency and thoughtful consideration of their recommendations.

Feedback from educational partner engagement opportunities, combined with Thought Exchange Results were used to identify common themes and priorities that informed the development and refinement of the LCAP. Several key themes emerged from engagement activities, including the need for: Increased academic support before and after school ; Targeted efforts to close achievement gaps for English Learners and Low Income students; Higher academic expectations supported by more instructional time, high-quality teachers, and equitable access to learning opportunities; More effective teaching strategies, including those aligned to English Language Development and language acquisition; Expanded summer school and enrichment opportunities; Increased community engagement and parent education opportunities to help families navigate the educational system and better support their children.

Feedback from educational partners at Mt. Olive High School played a critical role in shaping the Equity Multiplier goals and actions in the 2025–2026 LCAP. Parents, staff, students, and community members consistently emphasized the need to address persistent academic achievement gaps and ensure equitable access to high-quality teaching and learning for all students. Their input reinforced the importance of expanding targeted interventions and support systems, particularly for students who have historically been underserved. Educational partners also highlighted the need to continue strengthening college and career guidance, with a focus on increasing access to workshops, internships, and work-based learning experiences. As a result, the Equity Multiplier actions are designed to reduce the percentage of

students graduating unprepared for postsecondary opportunities by ensuring every student has access to rigorous instruction, individualized support, and clear pathways to success beyond high school.

Results from Thought Exchange and themes are as follows:
Career and Life Readiness Feedback: Of 161 respondents, only 24% rated progress on this goal as a 4 or 5. Concerns included equitable access to education, need for qualified teachers and adequate staffing, and the effectiveness of teaching methods.

LCAP Impact (Goal 1): Feedback informed actions focused on expanded learning opportunities, summer enrichment/intervention, and targeted support for struggling students.

Welcoming, Positive, and Supportive Schools Feedback: Of 133 respondents, 38% rated progress as a 4 or 5. Concerns centered on bullying, the adequacy of staff responses, community engagement, mental health support, and inclusive practices.

LCAP Impact (Goal 2): Resulted in actions such as staff training in social-emotional learning and expanded opportunities for parent engagement.

Family and Community Partnerships Feedback: Of 126 respondents, 40% rated progress as a 4 or 5. Continued concerns from 2023–24 were echoed in the 2024–25 responses, including calls for greater trust, transparency, and parent involvement, especially for families of students with disabilities.

LCAP Impact (Goal 3): Guided the development of actions to enhance collaboration and engagement, with a focus on inclusive practices for all families.

21st Century Schools, Facilities, and Operations Feedback: Of 125 respondents, 33% rated progress as a 4 or 5.

LCAP Impact (Goal 4): Shaped actions to improve school facilities, student nutrition, and physical education, supporting a modern, engaging learning environment.

Equity Multiplier Funds – Mt. Olive High School Feedback: Initial participation was low. After reopening Thought Exchange from May 15–23, 2025, 11 total educational partners contributed, with 78% rating progress as a 4 or 5.

LCAP Impact: Responses affirmed the need to ensure equitable access to high-quality instruction, supporting the inclusion of targeted strategies to close achievement gaps.

After reviewing all data collected from educational partners, the LCAP goals remained unchanged, and no actions were eliminated. However, several actions were expanded, and three new actions were added. The LCAP adjustments are outlined below:

Expanded tutoring and intervention programs for English Learners and low-income students (Action 1.1)

Intervention Teachers (Action 1.6)

Expanded Learning Opportunities (Action 1.12)

Professional development focused on English Language Development, language acquisition strategies, and culturally responsive practices (1.13)

Training for staff to strengthen interactions with students and promote positive school climates (Action 2.5)

Parent education classes to build families' capacity to support student success at home and school (Action 3.2)

Input provided by educational partners was reviewed and used to refine and improve the goals and actions in the LCAP. This feedback also identified new strategies and structures to support student success. The feedback and input provided by educational partners influenced the actions and services outlined in the LCAP. The LCAP goals align with the District's overarching mission: to equip students with the knowledge, skills, and inspiration necessary for success in college, career, and life. Educational partners played a vital role in shaping the specific actions and services associated with each goal in the LCAP. These updates reflect a deep commitment to equity, access, and partnership with the school community in meeting the needs of all students.

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.

Duarte Unified School District (DUSD) recognizes significant disparities in academic achievement among low-income students, English learners, Long-Term English Learners, foster youth, and students with disabilities compared to their peers. These disparities create an achievement gap that must be addressed to ensure equitable opportunities for all students to succeed.

This goal was developed in response to persistent academic gaps and the need to prepare all students for post-secondary success. Current performance data shows that many students, particularly those in underserved groups, are not adequately prepared for the demands of college and career.

Student Performance Data (Distance from Standard - DFS) from 2024 Ca Dashboard:

SBAC English Language Arts (ELA)

All Students: -11.2 DFS

Low-Income: -31.6 DFS

English Learners: -55.7 DFS

Long-Term English Learners: -78.1 DFS

Students with Disabilities: -107.9 DFS

SBAC Math

All Students: -47.3 DFS

Low-Income: -65.5 DFS

English Learners: -80.3 DFS

Long-Term English Learners: -133.3 DFS

Students with Disabilities: -134.1 DFS

Graduation Rate:

All Students: 95%

Low-Income: 95.4%

English Learners: 95.9%

Long-Term English Learners: 100%

Students with Disabilities: 87.5%

Students with disabilities continue to show significant gaps in both graduation rate and the College/Career Indicator, further highlighting the need for focused support. These groups were also disproportionately impacted by school closures during the pandemic, with many experiencing credit deficiencies and unfinished learning.

Educational Partner Feedback (2023/24 and 2024/25):
Feedback from families and educational partners reinforces this goal, with ongoing and increased concern about:

Equity, especially regarding racial disparities and special education

Large class sizes and the need for more individualized support

Teacher quality and capacity

The importance of structural supports such as intervention staff and smaller classes

Access to diverse course offerings linked to specialist teacher availability

Strategies to Achieve Goal 1:

Equitable Access to Resources: Ensure all students—particularly those from historically underserved groups—receive the support and services they need (Action 1.1).

Targeted Interventions: Implement class-size reduction (Action 1.2), expand English learner and literacy supports (Actions 1.3, 1.4, and 1.6), and provide focused instructional support.

College and Career Readiness: Offer early exposure to career pathways (Action 1.8), practical skills training (Action 1.5), and strong academic preparation.

Personalized and Technology-Enhanced Learning: Leverage Multi-Tiered System of Supports (MTSS) (Action 1.7) and instructional technology (Action 1.9) to address individual learning needs.

By aligning these actions with measurable outcomes, DUSD is committed to closing the achievement gap, improving student performance, and ensuring that all students are prepared for success in college, career, 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 Dasboard 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	2024 CA School Dashboard All students = -11.2 DFS Low-income = -31.6DFS English learners = -55.7DFS Long-term English learners = -78.1 Students with Disabilities = --107.9 DFS		2026 CA School Dasboard All students = 6.6 DFS Low-income = -21.6 DFS English learners = -35.9 DFS Long-term English learners = -68.1 Students with Disabilities = -80.9 DFS	2024 CA School Dashboard All students = Increase 1.4 pts Low-income = Increase 5 pts English learners = 0.2 pts Long-term English learners = NA Decrease 5.1 pts Students with Disabilities = Decrease 7 -pts

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 Dasboard 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	2024 CA School Dashboard All students = -47.3 DFS Low-income = -65.5 DFS English learners = -80.3DFS Long-term English learners = -133.3DFS Students with Disabilities = -134.1 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	2024 CA School Dashboard All students = Increased 4.2 pts Low-income = Increased 7.7 pts English learners = Increased 4 pts Long-term English learners = NA Students with Disabilities = Decreased 6.2 pts
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%	2024 CA School Dashboard All students = 30.82% Low-income = 23.80% English learners = 1.7% Long-term English learners = 0% Students with Disabilities = 8.4%		2026 CA Science Test Results All students = 33.09% Low-income = 27.06% English learner = 11.45% Long-term English learners = 10% Students with Disabilities = 17.53%	Difference between 2023 and 2024 CA School Dashboard All students = 7.73% increase Low-income = 8.74% increase English learners = .25% increase Long-term English learners = NA Students with Disabilities =.87% increase
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	In 2024,45.7 % of English learner students were making progress towards English		In 2026 60% of English learner students were making progress towards English	In 2024, decline by 5% of English learner students were making progress towards

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		as reported on the 2023 CA School Dashboard.	Language Proficiency as reported on the 2024 CA School Dashboard.		Language Proficiency	English Language Proficiency
1.5	Implementation of State Standards Data Source: Local Indicator of CA School Dashboard and CAlSchls California School Staff Survey Report (CSSS) and data collected from Structured Learning Walks	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 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. Learning walks were conducted by a team composed of administrators, teachers, and classified staff. Each of the district's seven school sites was visited by the learning walk team for a	Duarte Unified met standard of implementation of state standards as reported on the 2024 California School Dashboard and CSSS results: Professional Development Needs 52% - Positive behavior support and classrooms management 63% - Creating a positive school climate 59% - Working with diverse racial, ethnic, or cultural groups 76% - Meeting the social, emotional, and developmental needs of youth.		Duarte Unified met standard of implementation of state standards as reported on the 2026 California School Dashboard.and CSSS results: Professional Development Needs Decrease by 10% Professional Development Needs 29% - Positive behavior support and classrooms management 36% - Creating a positive school climate 29% - Working with diverse racial, ethnic, or cultural groups 45% - Meeting the social, emotional, and developmental needs of youth.	Duarte Unified met standard of implementation of state standards as reported on the 202 California School Dashboard and CSSS results: Professional Development Needs Increase 13% - Positive behavior support and classrooms management Increase 17% - Creating a positive school climate Working with diverse racial, ethnic, or cultural groups-Increase 20% Increase 21% - Meeting the social, emotional, and developmental needs of youth.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		total of 14 learning walks, and observation data was collected using defined criteria to evaluate the implementation of state academic standards Classroom observation of standards- collected from Structured Learning Walks. Clear learning objectives posted in classrooms. Variety of instructional methods used, including direct instruction, small group work, and independent practice. 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.	Learning Walks completed- 13 Classroom observation of standards- collected from Structured Learning Walks. Clear learning objectives posted in classrooms. Variety of instructional methods used, including direct instruction, small group work, and independent practice. Teachers use technology effectively alongside traditional learning materials. Lessons are differentiated to meet individual student needs. Strong use of academic vocabulary in all subjects.		Learning Walks completed- 14 Classroom observation of standards- collected from Structured Learning Walks. Narrative observation summary from a total of 13 Structured Learning Walks observed the following in classrooms: Clear learning objectives posted in classrooms. Variety of instructional methods used, including direct instruction, small group work, and independent practice. Teachers use technology effectively alongside traditional learning materials.	13 Learning walks completed. Difference of 1 from 2023-24. Classroom observation of standards- collected from Structured Learning Walks. Evidence of evidence in Clear learning objectives posted in classrooms. Variety of instructional methods used, including direct instruction, small group work, and independent practice. Teachers use technology effectively alongside traditional learning materials. Lessons are differentiated to meet individual student needs.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Teachers provide clear and specific feedback to students.		Lessons are differentiated to meet individual student needs. Strong use of academic vocabulary in all subjects. Teachers provide clear and specific feedback to students.	Strong use of academic vocabulary in all subjects. Teachers provide clear and specific feedback to students.
1.6	Reclassifcation Rate for English Learners Source: CA School Dashboard	For the 2022-23 school year, the reclassification rate was 9%.	For the 2023-2024 school year, the reclassification rate was 12%.		For the 2025-26 school year, the reclassification rate will be 12%	Difference betweeen 2023 and 2024 is 3% increase in reclassifications.
1.7	Career Technical Education (CTE) Pathway Completion - College Career Indicator Data source: CA School Dasboard	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 2024 CA School Dashboard, the CTE Pathway completion rate All students - 31.5% Low-income - 32.1% English learner - 33.3%		On the 2025 CA School Dashboard,the CTE Completion Rate will be All students - 40% Low-income - 40% English learner - 30%	Difference between 2023 to 2024 CA School Dashboard, the CTE Completion Rate will be All students - decrease 3.4% Low-income - increase 1.5% English learner - increase 10.2%
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 2024, All students - 30.6% Low-income - 25.7%		for the Class of 2026, the a-g Completion rate will be All students 50% Low-income - 45%	Difference between Class of 2023 2024 All students - Increase 2.6%

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 - 10.2% Homeless - 11.5% Students with Disabilities - 9.4% Hispanic - 27.4%		English leaner - 20% Homeless - 25% Students with Disabilities - 15% Hispanic - 50%	Low-income - Increase 2.1% English learner - decrease by 3% Homeless - decrease .3% Students with Disabilities - increase 4.3% Hispanic - decrease .3%
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 2024 % of graduates that completed a-g requirements and at least one CTE Pathway All students - 2.7% Low-income - 2.3% English learners - 0% 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%	Difference between class of 2023 2024, % of graduates that completed a-g requirements and at least one CTE Pathway All students - Decrease 3.4 Low-income - Decrease 3.3 English learners - Decrease 1.9 Students with disabilities - No change
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 2024, for all students 82 out of 155 exams (53%) 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.	Difference between 2023 and 2024 decease of 20%.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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 English learners - 0% exceed standard; 17.86% met standard In 2023, EAP Readiness in Math All students - 13.66% exceed standard; 18.62% met standard Low-income - 3.64% exceed standard; 13.64% met standard English learners - 0% exceed standard; 3.70% met standard	In 2024, EAP Readiness in ELA All students - 18.66% exceed standard; 27.78% met standard Low-income - 11.62% exceed standard; 26.37% met standard English learners - 1.92% exceed standard; 13.14% met standard In 2024, EAP Readiness in Math All students - 15.85% exceed standard; 18.09%met standard Low-income - 10.41% exceed standard; 16.46% met standard English learners - 1.6% exceed standard; 11.50% met standard		In 2026, EAP Readiness in ELA All students - 31% exceed standard; 40% meet standard Low-income - 27% exceed standard; 30% meet standard English learners - 5% exceed standard; 22% meet standard In 2023, EAP Readiness in Math All students - 28% exceed standard; 15% meet standard Low-income - 10% exceed standard; 20% meet standard English learners - 5% exceed standard; 15% meet standard	In 2024 EAP Readiness in ELA All students - decreased 2.65% exceed standard; decrease by 2.27% meet standard Low-income decrease 5.65-% exceed standard; increase 6.37% meet standard English learners - increase of 1.92% % exceed standard; decrease 4.72% meet standard In 2024, EAP Readiness in Math All students - Increase 2.19% exceed standard; decrease .53% meet standard Low-income - increase 6.77% exceed standard; increase 2.82% meet standard English learners - increase 1.6%% exceed standard; increase 7.8% meet standard

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.12	Access to a Broad Course of Study Data Source: Local Indicator CA School Dashboard	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. Dual Enrollment - Early College 27%	On the 2024 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. Dual Enrollment - Early College 32%		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. Dual Enrollment - Early College 30%	On Ca School Dashboard, the difference between 2023 and 2024 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. Dual Enrollment - Early College Increased by 5%
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 2024 CA School Dashboard, the College Credit Course completion was: All students - 66.3% English learners - 50% Low-income - 59.9% Students with disabilities - 0% Homeless - 42.9%		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%	On the 2024 CA School Dashboard, the College Credit Course completion will be: All students - increase 4.7% English learners - Increase 8.3% Low-income - Increase 1.4% Students with disabilities - 0 Homeless -- 57.1%

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

Goal Analysis [2024-25]

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

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

The actions Supplemental resources targeted to close the achievement gap (Action 1.1) Career Preparation (Action 1.5), Middle School career Exploration (Action 1.8), Technology Initiative (Action 1.9) to address the needs of English Learners, Foster Youth and Low Income students were fully implemented. New supplemental curriculum resources for English Learners and students with disabilities were effective in providing targeted support. These resources were implemented across the district to address the specific needs of these student groups. Hands-on learning activities were introduced at varying levels, enriching instruction and promoting engagement. However, one challenge was securing tutoring for foster youth as a result of limited services available. While Teacher Learning Coaches played a role in supporting implementation, professional learning for teachers was not delivered consistently across all school sites. This inconsistency impacted the uniformity of instructional practices. CTE opportunities were provided for English Learners, foster youth and low-income students. Thematic -based instructional models were strengthened for middle school students. However, expanding elective options was a challenge due to staffing.

1.2 Targeted Class Size Reduction was fully implemented. Classrooms with high numbers of English Learners, low income students, and foster youth were kept small so that teachers could provide Tier II interventions in small groups and individualized support to target the needs of these students at risk.

Action 1.3 English Learner Supports (Action 1.3) Long-term English Learners (Action 1.4) were fully implemented, providing targeted assistance to English Learners (ELs) and Long-Term English Learners (LTELs). However, staffing vacancies was challenging. Despite this challenge, the bilingual aides who were hired played a crucial role in supporting students' language acquisition. They provided small group and one-on-one instruction, which helped students develop their English proficiency. However, the limited number of aides and their constrained schedules meant that the amount of individualized support each student received was restricted.

1.6 High School Reading Intervention The High School Reading Intervention fully implemented. However, data analysis indicates a pressing need to extend targeted reading interventions to students in grades 3 through 8, particularly those from low-income backgrounds, foster youth, and English learners who are performing at low or very low levels in reading assessments.

1.7 Multi-Tiered System of Supports (MTSS)This action was fully implemented. Regular MTSS meeting were conducted addressing academics, behaviors, attendance and social -emotional areas. Although structured tiered support systems are in place districtwide, teams require additional training and support to effectively carry out MTSS practices.

1.10 Action to Improve ELA and Math Achievement for Students with Disabilities implemented as planned.

1.11 Action Plan to Improve Graduation and College Career Readiness for Students with Disabilities implemented as planned.

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

1.1 Planned expenditure was $721, 231 and the estimated actual was $648, 157. A material difference of $73,074 is noted between budgeted and actual expenditures. This variance is primarily due to the district's inability to secure contracted tutoring services specifically targeted for foster youth. In addition, transportation costs for foster youth were lower than projected. Final costs associated with science camp had not been invoiced at the close of the fiscal year and were therefore not reflected in the estimated actuals.

1.2 The estimated actual expenditures for Action 1.2 exceeded the budgeted amount due to an increase in staffing assignments. A greater number of teachers were coded under this action to support smaller class sizes. However, during year-end review, it was determined that some of these teaching positions should have been more appropriately coded under Action 1.8. This misclassification resulted in an overstatement of expenditures in Action 1.2 and an understatement of expenditures in Action 1.8.

1.3 This action was underfunded in the original plan, especially considering that the prior year’s actual expenditures were approximately $200,000. The increase in estimated actual expenditures is attributed to the district successfully filling previously vacant bilingual aide positions, with several positions filled midyear. Additionally, the salary of an ELD teacher was miscoded under action Adjustments will be made in the future to ensure expenditures are correctly aligned to the appropriate actions.

1.4 Planned expenditure $166,406 and estimated actual expenditure is $127, 983. The variance is due to staff salaries being incorrectly charged to another action. The reallocation of these expenses will be addressed to ensure alignment with intended program goals and accurate expenditure tracking.

1.5 Planned Expenditures: $481,100 and Estimated Actual Expenditures: $407,555. The difference is primarily due to lower-than-anticipated costs for high school reading intervention curriculum and materials. Additionally, less students were enrolled in Reading intervention course.

1.6 Planned Expenditures: $85,000 and the Estimated Actual Expenditures was $50,703. A material difference of $34,297 resulted from a lower-than-expected number of students enrolling in reading intervention courses. This led to fewer sections being taught and a reduced need for curriculum and instructional materials. As a result, expenditures for both staffing and resources were lower than budgeted.

1.7 MTSS Although STAR Renaissance assessments and ESGI TK-2 Assessment Platform were purchased to support the implementation of MTSS, the expenditures were not properly coded to Action 1.7. This misclassification resulted in an underreporting of actual expenditures for this action. Corrections will be made to ensure that future expenditures are accurately aligned to support MTSS efforts.

1.9 The variance in this action is attributed to a delay in conducting the districtwide technology needs assessment. As a result, the purchase of Chromebooks and other planned technology upgrades was postponed, contributing to the underspending.

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

Actions aimed at closing the achievement gap—specifically Action 1.1 (Supplemental Resources), Action 1.2 (Targeted Class Size Reduction), Action 1.7 (Multi-Tiered System of Supports - MTSS), and Action 1.9 (Technology Initiative)—demonstrated overall effectiveness in improving student outcomes. These actions provided essential academic supports and access to digital tools for English Learners, foster youth, and low-income students, promoting more equitable instruction.

Evidence of effectiveness includes improved performance on California Assessment of Student Performance and Progress (CAASPP). In English Language Arts (ELA), all students showed a 1.3-point increase in Distance from Standard (DFS), with low-income students improving by 4.9 points, English Learners by 0.2 points, while Long-Term English Learners declined by 5.1 points. In mathematics, all students improved by 4.2 points, low-income students by 7.7 points, English Learners by 4 points, and Long-Term English Learners maintained their performance.

According to the California School Dashboard Science results, all students showed a 10% increase in performance from 2023 to 2024. Subgroup performance also improved, though at smaller rates: low-income students increased by 0.08%, English Learners by 0.03%, and students with disabilities by 0.09%. There was no change in performance for Long-Term English Learners.

A-G completion rates for UC/CSU admission showed mixed results. Low-income students improved by 2.1%, while English Learners declined by 3%. Additionally, A-G completion with at least one CTE pathway decreased by 3.3% for low-income students and 1.9% for English Learners.

These results indicate that while the overall actions were effective—particularly in improving performance in math and science—additional, targeted support is needed to accelerate progress in English Language Arts and A-G completion for specific student groups, especially English Learners and Long-Term English Learners.

Actions 1.3 and 1.4, which aimed to improve language acquisition for English Learners and Long-Term English Learners (LTELs), were partially effective. Compared to the previous year, English Learners maintained progress with only a slight change of 0.2 points in Distance from Standard (DFS). However, LTELs experienced a decline of 5.1 points and continued to perform at a very low level for the second consecutive year. As a result, LTELs have been identified for Differentiated Assistance. Additionally, A-G completion rates for English Learners declined by 3%. These outcomes indicate that while the actions were well-intentioned, they did not result in sufficient progress toward the goal of improving language acquisition and academic readiness, particularly for LTELs.

Action 1.6, which aimed to improve high school reading proficiency for low-income students, English Learners, and foster youth, was partially effective. Performance among low-income students was maintained, indicating stability but no measurable growth. However, the percentage

of English Learners who met or exceeded the standard declined by 2.8%. These outcomes suggest that, while the efforts were well-intentioned, they did not result in significant progress toward the goal. Additional targeted interventions and support may be necessary to more effectively address the needs of English Learners and accelerate reading proficiency gains.

The actions implemented to improve opportunities for English Learners, foster youth, and low-income students—specifically Action 1.5 (Career Preparation) and Action 1.8 (Middle School Career Exploration)—demonstrated mixed effectiveness based on outcome data. The CTE (Career Technical Education) Completion Rate increased by 2% for low-income students and by 10.2% for English Learners, indicating positive impact in preparing students for career pathways. Additionally, College and Career Readiness improved by 4.5% for low-income students. However, a 20.4% decrease in College and Career Readiness for English Learners suggests that while career preparation actions were effective in increasing CTE engagement, additional support is needed to ensure English Learners are fully prepared for both college and career success.

1.10 Despite the specific strategies outlined in Action 1.10, students with disabilities continue to demonstrate limited academic progress. This subgroup remains in the lowest performance level (Red Indicator) on the California Dashboard for the second consecutive year.
SBAC English Language Arts (ELA): -107.9 Distance from Standard (DFS)
SBAC Math: -134.1 DFS
Graduation Rate for Students with Disabilities: 87.5%
These data points indicate that students with disabilities are still not making adequate progress toward meeting grade-level standards or graduation targets. As implemented, Action 1.10 was not effective in closing the achievement gap for this subgroup, and additional time and strategic adjustments are needed.

1.11 This action was partially effective. The graduation rate for students with disabilities increased by 25.5 percentage points, reflecting significant progress toward ensuring these students complete high school. However, there was no change in the number of students with disabilities meeting the College/Career Indicator .

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

Based on reflection and analysis of prior practices, the following changes were made to improve the effectiveness of existing actions: There is a demonstrated need to expand reading intervention programs to improve reading proficiency among low-income students, English Learners, and foster youth who are at risk of not graduating. Results from the California Dashboard for English Language Arts (ELA) in grades 3 through 8 highlight significant concerns. Districtwide ELA outcomes have remained stagnant, with limited growth, as evidenced by the status of “Maintained” and a score that remains 11.2 points below the standard. These data indicate that current supports are insufficient and that additional targeted intervention is necessary. To address this, we propose the addition of an intervention teacher at both the elementary and middle school levels. This role would be critical in delivering focused reading intervention instruction, supporting students who are not meeting grade-level expectations, and ultimately closing achievement gaps for our most vulnerable student populations. Action 1.6: will be expanded to include intervention teachers to support 3rd - 8th grade Engsh Learners, Low income, Homeless and Foster youth in very low and low performance levels.

Action 1.1 was revised to extend support to include low-income students, English learners, and Long-Term English Learners (LTELs).

Action 1.12 was added to enhance learning opportunities by offering summer school programs aimed at accelerating academic progress and preventing learning loss. Additionally, added Intervention teachers to middle school level to provide strategic intervention, with a focus on strengthening reading and math skills prior to their transition to high school.

Action 1.13 was introduced to provide targeted professional development focused on effective pedagogy for language acquisition, with the goal of improving language proficiency and reading outcomes for English learners.

Additionally, goal was updated to include the addition of Long -Term English Learners, updated SBAC scores and feedback from educational partners.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	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. Expand tutoring and programs to address the needs of English Learners, low -income, homeless and foster youth.	$1,125,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
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.	$3,000,000.00	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.	$245,000.00	Yes
1.4	Long-Term English Learners	Additional instructional support with language acquisition for LTEL students and those at-risk of not reclassfiying by fifth grade. This support includes tutoring, Tier II interventions in vocabulary development, and review of essential concepts in core classes.	$241,406.00	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 Instructional materials for CTE classes Student Internships Salary for Director of College, Career and Community Partnerships This action expands the CTE program beyond the scope of other funding sources.	$481,000.00	Yes
1.6	High School Reading Intervention K-8 Intervention Teachers	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. Reading intervention teacher salaries and benefits Intervention program to address the need to improve foundational reading and math proficiency for low-income, English learner, homeless and foster youth.	$485,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Intervention teachers' salaries and benefits Curriculum and Materials K-8 Intervention Teacher Salaries to provide additional academic support for low-income students, English learners, homeless youth, and foster youth through targeted small-group instruction and tutoring focused on addressing reading and math deficiencies. These supports are designed to accelerate learning, close achievement gaps, and ensure equitable access to high-quality instruction that meets the specific needs of each student group..		
1.7	Multi-Tiered System of Supports (MTSS)	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. Benchmark Assessments (STAR Renaissance) TK-2 Assessment Platform (ESGI)	$374,784.00	Yes
1.8	Middle School Career Exploration	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. 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 outcomes as all students. This action contributes to improving services for these students by providing: Materials & supplies to support thematic-based instruction International Baccalaureate MYP	$615,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Expansion of elective options		
1.9	Technology Initiative	Provide technology and access to 21st century learning to benefit low-income, English learners and foster youth that do not have equitable access. Chromebook or other digital device for each student to use at school and at home Portable hotspots for students who need wireless connectivity at home Digital Media Specialists to provide direct support to students with technology access Software Management System (Destiny) to ensure equitable access to all digital resources	$593,087.00	Yes
1.10	Action to Improve ELA and Math Achievement for Students with Disabilities	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. 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. 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 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.	$0.00	No

Action #	Title	Description	Total Funds	Contributing
1.11	Action Plan to Improve Graduation and College Career Readiness for Students with Disabilities	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. 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.	$0.00	No
1.12	Enhanced Learning Opportunities	Duarte Unified will provide targeted academic support for our low-income students, English learners, foster youth, and homeless youth through enhanced learning opportunities such as small-group instruction and high-impact tutoring. These services will be focused on addressing reading and math gaps in grades 3–8 and 9–12, with instruction aligned to standards and tailored to the specific needs of our students. Support will take place during the school day, after school, and through extended learning options like summer school. Staff will focus on remediating learning deficits and accelerating progress toward grade-level expectations. Staff will use student data to ensure instruction is responsive and effective.	$415,000.00	No

Action #	Title	Description	Total Funds	Contributing
		The following metrices will be monitored to measure the success of this action: Metric 1.1 CAASPP ELA proficiency rates Metric 1.2 CAASPP Math proficiency rates Metric 1.3 California Science Test (CAST) results Metric 1.4 English Learner Progress Indicator (ELPI) The implementation of enhanced learning opportunities is grounded in research-based practices. The Annenberg Institute (2021) reports that high-dosage tutoring can lead to academic gains equivalent to three to fifteen months of learning. Similarly, the National Bureau of Economic Research found that consistent, well-structured tutoring significantly improves reading and math outcomes for students from low-income backgrounds. For English learners, integrating language development within academic content in small groups provides much-needed space for dialogue, feedback, and individualized support. Foster and homeless youth, who often experience disruption in their education, benefit from the flexibility and consistency this model offers. For low-income students, these supports help level the playing field by providing the enrichment opportunities they may not otherwise have access to outside of school. By investing in targeted, evidence-based strategies like these, we are working to close achievement gaps and ensure that every student—regardless of background—has access to high-quality instruction and the opportunity to reach their full potential. This is an allowable use of funds Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of evidence-based learning supports, such as: I. Tutoring or other one-on-one or small group learning supports provided by certificated or classified staff. II. Learning recovery programs and materials designed to accelerate pupil academic proficiency or English language proficiency, or both.		

Action #	Title	Description	Total Funds	Contributing
1.13	Professional Development	Provide professional development targeted enhancing teachers knowledge and strategies to address Language Acquisition and Development, Math and Reading for Low income, English Learners, homeless and foster youth.	$350,000.00	Yes

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)

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%	Class of 2024 All Students- 95% Low-Income- 95.4% Englsh Learners- 95.9% Studetns with Disabilites 87.5%		The Class of 2026 graduation rate All students - 95% Low-income - 95% English learners - 91% Students with disabiliites - 72%	Difference between Class 2023 and Class of 2024 All Students- Increase by 8% Low-Income- Increased by 10.4% English Learners- Increase by 10.9% Students with Disabilities Increase by 25.5%
2.2	High School Dropout Rate Data source: CALPADS	In 2022-23, 14 students dropped out of high school. CALPADS Report 8.1b	In 2023-2024, 4 students dropped out of high school.CALPADS Report 8.1b.		In 2025-26 the high school dropout rate will be 3 students.	In 2023-2024, decrease by 10 students dropped out of high school.CALPADS Report 8.1b.
2.3	Middle School Dropout Rate Data source: CALPADS	In 2022-23, 1 student dropped out of middle school. CALPADS Report 8.1b	In 2023-23 0 student dropped out of middle school. CALPADS 8.1b.		In 2025-26 the middle school dropout rate will be 0 students.	In 2023-24 decrease by 1 student dropped out of middle school. CALPADS 8.1b.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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% Filipino - 24.7% Asian - 14.6%	On the 2024 CA School Dashboard, the chronic absenteeism rate was: All students - 23.5% Low-income - 27.3%% English learner - 22.2% Foster youth - 47.6% Hispanic - 25.9% Students with disabilities - 33.8%% Filipino -15.6 % Asian - 12.2%		On the 2026 CA School Dashboard, the chronic absenteeism rate was: All students - 18% Low-income - 23% English learner - 14% Foster youth - 11% Hispanic - 21% Students with disabilities - 31% Filipino - 14% Asian - 10%	On the 2024 CA School Dashboard, the chronic absenteeism rate was: All students - decrease 5.2 % Low-income - Decrease 6.6%% English learner - Decrease 2.5% Foster youth - Increase 26.2% Hispanic - Decrease 5.7% Students with disabilities - Decrease 7.6%% Filipino -Decrease 9.1 % Asian - Decrease 2.4%
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 2023-24, 48.87% of students attended school for 95% or more of the school year (absent less than 95%.)		In 2025-26, 67% of students attended school for 95% or more of the school year (absent less than 5%.)	Difference between 2022-23 and In 2023-24, Increase 5.09% of students attended school for 95% or more of the school year (absent less than 95%.)
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	In 2024-25 School Connectedness responses In 2024-25 on the		In 2025-26 School Connectedness responses on the	School Connectedness responses In Difference between 2023-24

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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	California Healthy Kids Survey 83% grade 5 59% grade 7 52% grade 9 57% grade 11 School perceived as very safe or safe on the California Healthy Kids Survey 85% grade 5 61% grade 7 53% grade 9 54%grade 11		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	and 2024-25 on the California Healthy Kids Survey Increase 5% grade 5 Increase 4% grade 7 Increase 10% grade 9 Increase 7% grade 11 School perceived as very safe or safe on the California Healthy Kids Survey Increase 9% grade 5 Increase 6% grade 7 Increase 5% grade 9 Increase 3% grade 11
2.7	School Safety for Students as measured by the California Healthy Kids Staff Survey	In 2023-24, 34% of school staff perceive the school as safe or very safe for students and 31% report harassment/bullying as a moderate/severe problem.	In 2024-25, 47% of school staff perceive the school as safe or very safe for students and 29% report harassment/bullyin g a		In 2025-26, 40% of school staff perceive the school as safe or very safe for students 35% report harassment/bullyin g as a	Increase of 13% of school staff perceive school as a safe or very safe for students 2% decrease report harassment/bullyin g as a a

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		29% responded positively about staff collegiality 27% responded positively about staff working environment.	moderate/severe problem. 39% responded positively about staff collegiality 28% responded positively about staff working environment.		moderate/severe problem 33% responded positively about staff collegiality 31% responded positively about staff working environment.	moderate/severe problem Increase 10% staff responded positively about staff collegiality Increase 1% 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 2023-24 school year, % of students suspended at least once: All students - 3.9% Low-income - 4.7% English learners - 5.6% Students with disabilities - 8.1% Homeless - 3.3% Two or more races - 2.0% White - 1.4%		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% Whjte - 2%	Difference between 2022-23 and 2023-24 school year, % of students suspended at least once: All students - decrease .1% Low-income - decrease .3% English learners increase .6% Students with disabilities - increase 1.8.% Homeless - decrease 3.6% Two or more races - decrease 5% White - decrease 1.6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.9	Expulsion Rate Data Source: CALPADS	In 2022-23, % of students expelled: All students - 0.2% (5 students) Low-income - 0.3% (5 students) English learners - 0.1% (1 student)	In 2023-24, % of students expelled: All students - .1% (3 students) Low-income - NA English learners - 0% (student)		In 2025-26, % of students expelled: All students < 4 students Low-income < 4 students English learners < 2 students	Difference between 2022-23 and 2023-24 1% of students expelled: All students - .decrease 2 students Low-income - decrease 5 students English learners - decrease 1 student
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 2023-24 Incidents involving Suspension or In-house Suspension -160 Unduplicated Pupil Count - 122 76% of Incidents involved Unduplicated Pupils Incidents involving Expulsions - 3 Unduplicated Pupil Count - 3 100% 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	Difference between 2022-23 and 2023-24 Incidents involving Suspension or In-house Suspension -increase 6 students Unduplicated Pupil Count -decrease 12 students Decrease by 11% of Incidents involved Unduplicated Pupils Incidents involving Expulsions - decrease by 2 students Unduplicated Pupil Count - decrease of 2

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						100% of Incidents involved Unduplicated Pupils

Goal Analysis [2024-25]

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

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

2.1 Positive Behavior Intervention Support (PBIS) was fully implemented as planned provided the foundation of a safe learning environment where expectations are clear, appropriate behavior intentionally taught, and incentives are utilized to promote positive outcomes for students who are most at risk of suspension or expulsion. Behavior is taught like academics providing students with modeling, multiple opportunities to practice, feedback and reinforcement. Sites received formal and ongoing training. The PBIS Matrix is implemented. Tier 1 interventions are consistently implemented across sites. However, the challenge is for sites to implement TIER 2 and TIER 3 interventions.
2.2 Enhanced Campus Security was implemented. Staff responsible for campus safety were trained in fall and winter.
2.3 Mental health support was partially implemented. Tutoring services for foster youth were not provided due to challenges in securing local tutoring providers. While mental health services were successfully delivered to low-income students, English learners, and foster youth to support both academic and emotional well-being, the intended tutoring support for foster youth could not be implemented during the reporting period.
2.4 Attendance Initiative was fully implemented to improve student engagement and reduce chronic absenteeism. Strategies included increased communication with families, positive attendance campaigns, and site-level incentives. Early indicators suggest a moderate improvement in overall attendance rates; however, chronic absenteeism remains a concern among specific student groups, including foster youth and Long-term English Learners. Continued focus and targeted interventions are needed to support consistent attendance across all subgroups. Due toe that improvement district no longer in Technical Assistance for chronic absenteeism.

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.

2.1 had a budgeted expenditure of $43,500; however, the estimated actuals totaled $32,379. The variance is due to differences in training costs and the fact that final payments for coach stipends are still pending. Additionally, the anticipated number of coaches changed, resulting in a lower overall cost for stipends than originally budgeted.

2.3 budgeted expenditure was $125,000 however, estimated actuals were $91,135. The variance is due to challenges in securing local tutoring providers, which resulted in limited delivery of tutoring services for foster youth. Efforts will continue to identify and contract with qualified providers to meet the needs of this student group.

2.4 Attendance initiative budgeted $300,00 however, estimated actuals were $342,107. The variance is due to higher-than-anticipated salary costs and increases in employee benefit rates. These factors contributed to the overall increase in expenditures for this action.

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

Action 2.1, which aimed to improve suspension rates through the use of alternative disciplinary strategies, was partially effective. Overall, the suspension rate for all students declined by 0.3%, suggesting that the increased use of other means of correction has contributed to improved student behavior and a reduction in suspensions at the district level.

However, the data reveals that this improvement was not consistent across all student groups. Suspension rates increased for several subgroups:

Foster youth saw a significant increase of 7.3%,

Long-Term English Learners (LTELs) increased by 1.8%,

Students with disabilities increased by 1.8%, placing them in the red (low performance) indicator on the California School Dashboard.

In terms of students suspended at least once:

Low-income students decreased by 0.3%,

English Learners increased by 0.6%,

Students with disabilities increased by 2%.

The CALPADS Incident Count Report showed a total of 122 incidents involving suspension or in-house suspension, with 76% involving unduplicated students.

These outcomes indicate that while Action 2.1 had a positive impact on the overall suspension rate, disproportionate increases in suspensions among specific student groups—particularly foster youth, LTELs, and students with disabilities—highlight the need for more targeted and intensive support to ensure equitable outcomes across all populations.

Action 2.2, which aimed to improve students' sense of school safety through proper staff training, was effective. According to the California Healthy Kids Survey, student perceptions of school safety increased by 9% compared to the previous school year. Reported perceptions of school being a safe place were as follows: 85% of 5th graders, 61% of 7th graders, 53% of 9th graders, and 49% of 11th graders. These results indicate that training efforts contributed positively to a safer and more supportive school climate, especially among younger students. Suspension rates for Low-income students decreased by .3%. However, suspension rates for English Learners increased by

.6%.Additionally, chronic absenteeism data indicates that more students are missing less school. While the 2024 California School Dashboard shows encouraging progress in reducing chronic absenteeism among low-income students, decreased by 5.2%, and English learners by 2.5%—chronic absenteeism among foster youth increased significantly by 26.2%. This increase is indicative of the unique challenges foster youth face, including frequent changes in placement, lack of transportation, limited access to consistent adult support, and the emotional impact of instability.

Action 2.3, which focused on improving access to mental health services for English Learners and foster youth, aimed to promote student success by providing essential support tools—particularly for low-income students. This action was partially effective. While referrals to the school counselor decreased by 33%, the number of students who accessed drop-in counseling services increased by 24%. Additionally, although more students were referred to external mental health services, the number of completed intakes and services actually rendered remained lower than the number of referrals. The California School Dashboard shows encouraging progress in reducing chronic absenteeism among key student groups: low-income students saw a 5.2% decrease, and English learners a 2.5% decrease. However, chronic absenteeism among foster youth increased significantly by 26.2%, highlighting a critical area of concern. Addressing the mental health needs of our students—particularly English learners, low-income students, and foster youth is closely tied to improving attendance. Students experiencing anxiety, depression, trauma, or emotional distress are more likely to miss school, feel disconnected, or struggle to engage in learning. Foster youth, in particular, often face compounded trauma due to instability in their home and school environments. By prioritizing access to school-based mental health services, counseling, and social-emotional supports, we can help students develop resilience, build a stronger sense of belonging, and reduce the emotional barriers that contribute to chronic absenteeism.

Action 2.4, which sought to improve attendance by providing support to foster youth, low-income students, and English Learners, was partially effective. Attendance declined overall, with Low income students declining by 6.6% and English Learners declining by 2.5%. However, Foster Youth attendance declined sharply by 26.2%, a significant increase in chronic absenteeism. These results suggest that while support structures may have been helpful for some groups, they were insufficient to address the unique and intensive needs of foster youth. Additional, targeted interventions are needed to improve attendance outcomes for this high-risk population.

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.

No change to goals, metric, target outcomes or actions. Disruptive behaviors among students remain a concern, particularly in the area of social-emotional development. While PBIS (Positive Behavioral Interventions and Supports) has focused on addressing student behavior, these disruptions continue. As a result, Action 2.5 will be introduced to assess how adult behaviors may be influencing student conduct. This action will emphasize Conscious Discipline, a comprehensive approach that fosters a positive school climate, culture, and supportive environment.
Conscious Discipline equips educators with tools to regulate their own emotions and model healthy behaviors for students. Central to this approach is the Brain State Model, which helps educators understand how different brain states impact behavior and learning—recognizing that all behavior is a form of communication. By understanding these brain states, educators can respond more effectively and compassionately to student needs.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Positive Behavior Intervention Support (PBIS)	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. 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 PBIS training for school staff teams PBIS Supplies	$43,500.00	Yes
2.2	Enhanced Campus Security	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 have experienced trauma. The training includes how to respond to acts of violence or campus intrusion. Safety Training for School Sites	$20,000.00	Yes
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	$575,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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		
2.4	Attendance Initiative	Implement an attendance initiative that provides targeted support to foster youth, low-income students, and English learner student groups that have historically experienced higher rates of truancy and dropout compared to the general population. The Student Services Department, including the Director, secretary, and site attendance clerks, will oversee and monitor tiered attendance strategies. This team will provide direct support to vulnerable student populations and lead efforts to re-engage students who are at risk of chronic absenteeism or disconnection from school.	$418,000.00	Yes
2.5	Professional Development LREBG	Duarte Unified School District will provide targeted professional development for both certificated and classified staff focused on trauma-informed practices, restorative justice, culturally responsive classroom management, and the Conscious Discipline framework. These trainings aim to reduce chronic absenteeism, suspensions, and behavioral incidents, particularly among high-need student populations such as foster youth, English learners, and low-income students. Professional development will include a series of consultant-led sessions, implementation resources, and coverage for substitutes to allow for maximum participation across school sites. Training will be ongoing and job-embedded, with a focus on building a consistent, positive approach to discipline and relationship-centered teaching practices across all classrooms and campuses. Positive school climate and supportive relationships are essential to student success, especially for students who have experienced trauma, instability, or marginalization. Foster youth, in particular, often face	$60,000.00	No

Action #	Title	Description	Total Funds	Contributing
		elevated stress and frequent transitions, which contribute to a higher risk of behavioral issues and chronic absenteeism. Conscious Discipline is an evidence-based, trauma-informed approach that teaches adults to regulate their own emotions so they can model and teach these skills to students, leading to more effective classroom management and stronger connections with students. Research from the Harvard Center on the Developing Child and the National Child Traumatic Stress Network shows that trauma-informed practices improve students' emotional regulation, reduce conflict, and foster safer learning environments. A study published in Children & Schools (2018) found that restorative practices contribute to decreased suspension rates and increased student engagement. Furthermore, culturally responsive classroom management supports inclusive learning spaces and mitigates the disproportionate discipline often seen among students of color and English learners. By investing in the professional capacity of staff to create safe, inclusive, and emotionally supportive environments, this action directly addresses the underlying causes of behavioral incidents and absenteeism. It ensures our schools are places where all students safe. Chronic Absenteeism Rate (Metric 2.4), Suspension Rate (Metric 2.8) and CALPADS Incident Report 7.10 (Metric 2.10) will be used to measure the effectiveness of this action. This action supports pupil engagement and school climate and is therefore an allowable use of funds.		

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)

An explanation of why the LEA has developed this goal.

The need to focus on parent/family engagement was based on analysis of responses from our educational partners in 2024. 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.

The actions and metrics grouped together achieve Goal 3 in the following ways:
Building Trust: Consistent and reliable communication (Action 3.1) through multiple channels fosters a sense of trust between parents and the school.
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.
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.
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.
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.

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 California School Parent Survey	In 2023-24, parents reported: 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%	In 2024-25, parents reported: School is a safe place for my child - 45% Harassment or bullying of students is a large problem - 28% Parents feel welcome to participate in school -31%		In 2026-27, parents will report: 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%	School is a safe place for my child - Decrease 9% Harassment or bullying of students is a large problem - increase 15%% Parents feel welcome to participate in school decrease 13%
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 met standard of Local Indicator on the 2024 CA School Dashboard. On the California Healthy Kids Survey, 68% 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	Duarte Unified met standard of Local Indicator on the 2024 CA School Dashboard. On the California Healthy Kids Survey, increase of 38% of parents responded that the school actively seeks the input of parents.

Goal Analysis [2024-25]

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

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

Action 3.1 Enhanced Communication Tools was fully implemented. Multiple communication tools were used districtwide to enhance parent engagement and strengthen home-school connections. ParentSquare, the Parent Portal, and school websites (Edlio) were used consistently to share regular updates and important information with families. Action 3.2 was not implemented as planned. There were changes to the planned actions to for Parent/Family focused Events. Parent University was not hosted as planned. However, schools hosted a variety of

events specifically designed to engage Title I parents and families, fostering trust, building community, and reinforcing the importance of collaborative partnerships in supporting student success. Each site hosted at least 4 family engagement events such as literacy night, math night, STEAM Night, IB family Night, and Career Day. This action is directly aimed at improving academic achievement, increasing graduation rates, strengthening college and career readiness, and reducing chronic absenteeism.

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.

3.1 The variance is due to higher-than-anticipated expenses associated with expanded communication efforts. Contributing factors include increased translation and interpretation services, additional outreach materials, and the use of new or upgraded communication platforms to ensure families received timely and accessible information. These investments supported stronger family and community engagement across the district.
3.2 Although $8000 were allocated to support family-focused events, schools were able to host engagement activities using existing site resources and community partnerships, resulting in no district-level expenditures. Moving forward, the district will continue to explore ways to enhance and expand family engagement opportunities while maximizing the use of both site-based and centralized resources.

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

The actions for enhanced communication tools (3.1) and Parent/Family Focused Events (3.2) were effective despite changes to the planned actions. Based on the California Schools Parent Survey (Metric 3.1) Based on the California Schools Parent Survey (Metric 3.2), 31% of parents indicate that parents feel welcome to participate at the school. This suggests that the schools need to improve in engaging parents and making them feel included. A majority of the participants feel neutral or positive towards the school's responsiveness to phone calls, messages, or emails, with 20% agreeing or strongly agreeing. There is a small percentage that disagrees. This points to generally favorable but somewhat mixed experiences regarding communications from the school. Evidence of effectiveness includes improved performance on California Assessment of Student Performance and Progress (CAASPP). In English Language Arts (ELA), all students showed a 1.3-point increase in Distance from Standard (DFS), with low-income students improving by 4.9 points, English Learners by 0.2 points, while Long-Term English Learners declined by 5.1 points. In mathematics, all students improved by 4.2 points, low-income students by 7.7 points, English Learners by 4 points, and Long-Term English Learners maintained their performance.

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.

Parent University was not hosted this year. Moving forward, this goal will be revised to reflect a new partnership with PIQE (Parent Institute for Quality Education), a research-based program designed to empower, engage, and transform parent education. PIQE works to strengthen family-school collaboration and equips families across California to actively participate in their children's education, ultimately supporting student success. The program will specifically support parents of English Learners, low-income students, homeless youth, and foster youth by helping them acquire knowledge to navigate the current educational system, build essential skills, and positively impact their child’s academic achievement., graduation rate, and college/career readiness.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	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. PIQE (Parent Institute for Quality Education), a research-based program designed to empower, engage, and transform parent education Title I Parent/Familiy Engagement Activities	$60,000.00	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 was met with 100% of teachers appropriately assigned on the 2024 CA School Dashboard.		The standard will be met with 100% of teachers appropriately assigned on the CA School Dashboard.	In Year One (2024), the district maintained this performance, again meeting the standard with 100% of teachers appropriately assigned, as reported on the 2024 Dashboard. The difference is 0.
4.2	Instances where facilities meet the "Good Repair" as measured by the	The standard was met with 100% of facilities meeting the "Good	The standard was met with 100% of facilities meeting		The standard will be met with 100% of facilities meeting	In 2024 the district maintained this performance,

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Facilities Inspection Tool.	Repair" Standard as reported on the 2023 CA School Dashboard	the "Good Repair" Standard as reported on the 2024 CA School Dashboard		the "Good Repair" Standard as reported on the CA School Dashboard.	again meeting the standard with 100% of facilities meeting the "Good Repair" Standard as reported on the 2024 CA School Dashboard. the difference is 0.
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 was met with 100% of students have access to standards-aligned instructional materials for use at school and at home as reported on the 2024 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.	In 2024 the district maintained the performance, again meeting the standard for instructional materials with 100% of students have access to standards-aligned instructional materials for use at school and at home as reported on the 2024 CA School Dashboard. the difference is 0.

Goal Analysis [2024-25]

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

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

All actions 4.1-4.6 were implemented as planned. District positions (Actions 4.1,4.2, 4.3) were filled by employees. The basic services (Actions 4.4, 4.5, 4.6) reflect the District's commitment to student success and well-being. DUSD encountered some challenges in hiring high-quality certificated staff, with a few individuals not fully meeting performance expectations. Additionally, DUSD experienced some challenges with retention of a few hires due to competitive salaries of neighboring district.

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

The variance of $1,293,354 between the budgeted and estimated actual expenditures for Action 4.2 is primarily due to lower-than-anticipated administrative costs. A change in district leadership resulted in adjustments to staffing configurations and salary levels, which reduced overall personnel expenditures. The variance of $1,123,697 between budgeted and estimated actual expenditures for action 4.3 is primarily due to multiple classified support staff positions remaining unfilled throughout the year. In addition, salary savings were realized due to lower compensation costs for newly hired staff compared to the prior year. The need for classified support staff also shifted based on evolving site-level priorities and student enrollment, resulting in adjustments to staffing allocations and reduced expenditures.

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

Goal 4 was effective. At Duarte High School (DHS), the graduation rate increased by 7.2%, demonstrating strong progress in supporting students through to high school completion. Additionally, College and Career Readiness (CCI) improved to 50.6%, reflecting a 3.8 percentage point increase from the previous year.

Goal 4 provides the infrastructure and operational foundation for the successful implementation of Goals 1, 2, 3, and 5. By ensuring qualified staffing, safe facilities, and adequate instructional resources, Goal 4 supports the academic, social-emotional, and college/career readiness outcomes targeted across the LCAP.

The positive outcomes in graduation rate and college/career readiness, coupled with full compliance with the Williams Settlement and Dashboard standards, confirm that Goal 4 is foundational to the success of Goals 1, 2, 3, and 5. By ensuring basic services are in place—qualified staff, safe facilities, and instructional resources—DUSD continues to build the necessary conditions for all students to thrive academically and beyond.

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.

No planned changes in goal, metrics, target 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.

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.	$17,655,925.00	No

Action #	Title	Description	Total Funds	Contributing
		Salaries and benefits for certificated staff		
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

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	By June 2026, Mt. Olive Innovation and Technology High School will increase the percentage of low-income and English Learner students graduating “Prepared” on the College and Career Indicator (CCI) from 0% to at least 10%, and will increase the DASS 1-Year Graduation Rate for these student groups from 91% to at least 95%, as measured by the California School Dashboard.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)

An explanation of why the LEA has developed this goal.

Based on the 2024 California School Dashboard data, Mt. Olive Innovation and Technology High School (MIT) identified a critical need to improve college and career readiness outcomes for low-income students. MIT serves a high percentage of historically underserved students, including 87.5% low-income, 29.8% English Learners, and 1.8% foster youth. Dashboard data reveals significant academic performance challenges:

- English Language Arts: Students scored 132.6 points below standard.
- Mathematics: Students scored 258.2 points below standard, reflecting a decline of 11.1 points from 2023.
- Science: Students scored 27.2 points below standard.
- College and Career Readiness: 97.7% of graduates were not prepared, with 0% of Hispanic students graduating prepared for post-secondary success.

These results point to a persistent and widening achievement gap that disproportionately affects low-income and English Learner students. A comprehensive needs analysis that included:

- Review of Dashboard data to identify trends and performance disparities.
- Input from educational partners, including staff, families, students, and community members, to better understand barriers to success.
- Feedback from the WASC Visiting Committee, which emphasized the need to enhance use of online career readiness tools like MajorClarity and expand access to college and career planning resources.
- Internal school evaluation, which identified college and career readiness as a critical area for growth and equity.

As a result, this LCAP includes a focus goal to implement targeted strategies that improve college and career readiness, particularly for low-income students. Key actions include: Expanding the use of MajorClarity to support student exploration and planning.
Increasing access to career technical education (CTE) pathways, internships, and real-world learning experiences.
Providing academic supports in English and mathematics aligned to college readiness benchmarks.

Enhancing family engagement through college awareness and financial aid workshops.
By prioritizing this goal, the MIT aims to close equity gaps and ensure that all students graduate with the skills, knowledge, and preparation needed for success in college, career, and life.

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 Data source: CA School Dashboard	Class of 2023 All students - 78.7% Low-income - 75.6% English learners - 89.5% Students with disabilities 66.7% Hispanic- 81.0%	Class of 2024 All students - 89.7% Low-income - 91.4% English learners - Student group less than 11 Students with disabilities - Student group less than 11 Hispanic- 93.9%		Class of 2026 All students - 84% Low-income - 83% English learners - 94% Students with disabilities - 72% Hispanic- 86%	Difference between Class of 2023 and Class of 2024 All students - increase of 11% Low-income - Increase of 15.8% English learners - NA Students with disabilities - NA Hispanic- 12.9%
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 All Students 0% Hispanic- 0% Low-Income- 0%	On the 2024 CA School Dashboard, Mt. Olive College/Career Indicator All Students- 2.2% Hispanic- 0% Low- Income 2.4%		On the 2026 CA School Dashboard, Mt. Olive College/Career Indicator All Students- 10% Hispanic 5% Low Income- 5%	Difference between 2023 and 2024 CA School Dashboard, Mt. Olive College/Career Indicator All Students- Increase of 2.2% Hispanic- 0% Low Income- Increase 2.4%

Goal Analysis [2024-25]

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

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

Action 5.1 – Implementation of the 12 Essential Elements of a High-Quality CTE Program
This action was implemented and evaluated using the self-assessment tool provided by the California Department of Education (CDE). The evaluation informed program improvement and ensured alignment with state-defined quality standards.

Action 5.2 – College and Career Guidance
This action was fully implemented. The academic counselors met with students regularly and utilized college and career readiness assessments to guide students in planning for post-secondary pathways.

Action 5.3 – Workshops, Internships, and Work-Based Learning
This action was fully implemented with no variations. Students participated in a wide range of hands-on learning experiences and industry-aligned workshops, supporting college and career readiness.

Action 5.4 – Concurrent Enrollment
Concurrent enrollment was implemented; however, the number of students participating remained low. Additional outreach and support may be needed to increase enrollment in future years.

Action 5.5 – Industry and Business Partner Support
This action was implemented with minor variation. The intended outcome was to conduct 10 industry-related field trips; 9 trips were completed. The action remains largely effective and met its overall objective of expanding career exposure for students.

Action 5.6 – CTE Professional Development
This action was partially implemented. Although professional development opportunities were offered, teacher registration and participation were lower than expected, which limited full implementation of planned activities.

Action 5.7 – Cinematic Arts Pathway Technology
This action was implemented as planned with no variations. Students received instruction from industry professionals and had access to industry-standard equipment, reinforcing hands-on learning and real-world skill development.

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.

The difference between the budgeted expenditure of $50,000 for Workshops , Internships, and Work-Based Learning (Action 5.3) and the actual expenditure of $20,308 is primarily due to variations in student participation and availability throughout the year. Several internship opportunities are scheduled to take place during the summer, which accounts for the lower expenditure reported during the school year.

Despite the timing differences, the district remains committed to providing meaningful career exploration and hands-on learning experiences for students.

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

Action 5.1 Strengthen College & Career Readiness and Action 5.2 College and Career Guidance were partially effective. Ca dashboard data showed 2.2% increase for all students and 2.4% increase for Low income students. However, Hispanic students continue to not make progress in College and Career Readiness.
Action 5.3 – Workshops, Internships, and Work-Based Learning This action has proven to be highly effective and is considered an exemplary practice at Mt. Olive Innovation and Technology High School. Students participate in a range of high-quality career-connected learning experiences that include workshops, internships, and industry-aligned programs. Notable opportunities include participation in Career Technical Student Organizations (CTSOs) such as SkillsUSA, and engagement with professional organizations and events such as the Southern California chapter of the National Organization of Minority Architects, the Kurdish Film Festival, New Filmmakers LA, and Screen Fest. These partnerships provide students with access to career-focused workshops in areas such as screenwriting, editing, acting, and makeup design. Additionally, 8th-grade students from Royal Oaks and Beardslee schools are invited to participate, supporting early exposure to career pathways and promoting a strong bridge from middle to high school. This action supports college and career readiness by connecting students with real-world professionals and hands-on experiences that align with their interests and aspirations.
Action 5.4 concurrent enrollment for juniors and seniors was not effective. Concurrent enrollment numbers remain stagnant.
Action 5.5 Industry & Business Partner Support in partnership in with consortium is effective. 9 field trips taken in 24/25.
Action 5.6 – CTE Professional Development This action was effective in strengthening teacher expertise and enhancing the alignment of instruction with industry standards. Career Technical Education (CTE) teachers participated in externships and collaborated closely with industry partners to ensure their instructional practices reflect current workforce demands. Weekly professional development sessions were conducted in partnership with industry experts, providing ongoing, real-time insights and instructional support. In addition, Creating Creators facilitated annual training at the beginning of the school year, further supporting the development of high-quality, industry-relevant CTE instruction.
Action 5.7 – Cinematic Arts Pathway Technology This action was effective in advancing student engagement and skill development within the Cinematic Arts Pathway. Industry professionals worked directly with students, providing hands-on instruction in the use of professional-grade equipment. Students were given multiple opportunities to apply their knowledge in real-world settings, using the tools and techniques of the film and media industry. This action supported both technical skill acquisition and the development of creative and professional competencies aligned to college and career readiness.

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.

As a result of reflection on prior implementation and analysis of 2024 California School Dashboard data, revisions were made to the goal description and associated metrics to ensure greater alignment with student needs and performance outcomes. The goal description was revised to more accurately reflect the student group demonstrating the lowest performance level—Hispanic students, who were identified as the primary focus for targeted support and low income students as the secondary focus in this goal.

Additionally, the “Measuring and Reporting Results” section was adjusted, specifically Metric 5.2, to better track progress toward college and career readiness. The metric now measures the percentage of high school graduates placed in the “Prepared” level on the College/Career Indicator (CCI). This refinement ensures that progress monitoring is directly aligned to the state indicator and provides clearer, more actionable data to evaluate the effectiveness of the implemented strategies.

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

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	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

Action #	Title	Description	Total Funds	Contributing
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
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 [2025-26]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$$7,186,785	$654,952

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
22.586%	3.447%	$1,100,411.10	26.033%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** Supplemental resources targeted to close the achievement gap **Need:** Our 2024 CAASPP data shows the following concerns: English language arts: English learners scored 55.7 points below standard.	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 Hands-on learning activities such as Outdoor Science Education increase equitable access by reducing financial barriers for low-income students.	We will monitor the effectiveness of this action: 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)

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
	Homeless students scored 42.1 points below standard Low-income students scored 31.6 points below standard While all students scored57.8 points above standard In Math: English learners scored 80.3 points below standard Homeless student scored 80.2 points below standard Low-income students scored 65,5 points below standard While all students scored 6.5 points above standard. 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. **Scope:** LEA-wide	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. Expand tutoring and programs for English Learners and Low -income students. This action is provided on an LEA-wide basis because all our students benefit from additional support when there is an identified need.	
1.2	**Action:** Targeted Class Size Reduction **Need:** 2024 CAASPP data show English language arts: English learners scored 56 points below standard. Homeless students scored 61 points below standard	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
	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% 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) Based on the needs assessment that included data and educational partner feedback, English leaners, low income and foster youth need more individualized support to address		

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
	their unique needs in order to achieve the same performance levels as all students. **Scope:** LEA-wide		
1.5	**Action:** Career Preparation **Need:** 2024 College/Career Ready report: A-G Requirements and at Least One CTE pathway shows the following concerns: Low-income - 2.3% English learners - 0% While all students were at All students - 2.7% Our CTE Pathway completion rate shows the following concerns: Low-income - 33.1% English learner - 33.3% While all students was - 35.3% 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. **Scope:**	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.	We will monitor the effectiveness of this action: CTE Pathway completion rate (Metric 1.7) College/Career Ready rate (Metric 1.9)

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
	Schoolwide		
1.6	**Action:** High School Reading Intervention K-8 Intervention Teachers **Need:** 2024 CAASPP data shows: 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. When asked for input, educator partner feedback indicated that struggling students need additional support to be successful. Recent assessment data and educator feedback highlight a clear and urgent need for additional academic support for struggling students. In English Language Arts, English	These disparities demonstrate that our most vulnerable student groups are not being adequately served by current systems. When asked for input, teacher and staff feedback strongly emphasized that struggling students require targeted, consistent intervention to close these gaps. An intervention teacher focused on English Language Arts and Math would play a critical role in meeting these needs by providing direct instruction, supporting small group remediation, and helping to accelerate student growth. Based on this need, English learners, foster youth and low-income students will be provided reading intervention at K-6, K-8 sites. This action is provided on an LEA-wide basis because at-risk students, low income and English Learners are in all schools. 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
	learners scored 56 points below standard, homeless students 61 points below, and low-income students 37 points below, compared to the overall student average of 13 points below standard. In Math, the gaps are even more significant: English learners scored 84 points below standard, homeless students 78 points below, and low-income students 72 points below, while all students averaged 13 points below standard. Tutoring and small-group instructional opportunities are essential for meeting the specific academic needs of low-income students, English learners, homeless youth, and foster youth. These student groups often face systemic barriers that can impact their access to grade-level instruction and academic success. Targeted, small-group support provides a focused learning environment where instruction can be personalized, immediate feedback can be given, and foundational skills in reading and math can be strengthened. Investing in intervention support is essential to ensuring equity and improving outcomes for all learners, particularly those most at risk of falling further behind. 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%		

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
	Feedback from Educational Partners include: "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). 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. **Scope:** LEA-wide		
1.7	**Action:** Multi-Tiered System of Supports (MTSS) **Need:** 2024 CAASPP data shows the following concerns: English language arts: English learners scored 55.7 points below standard. Homeless students scored 42.1 points below standard Low-income students scored 31.6 points below standard While all students scored57.8 points above standard In Math: English learners scored 80.3 points below standard	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
	Homeless student scored 80.2 points below standard Low-income students scored 65,5 points below standard While all students scored 6,5 points above standard. Our A-G Completion rate shows the following concerns: Low-income - 25.7% English learner - 10.2% Homeless - 11.5% While all students were at 35.3% 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) 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. **Scope:** LEA-wide		
1.8	**Action:** Middle School Career Exploration	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	We will monitor the effectiveness of this action:

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: 2024 College/Career Ready report: a-g Requirements and at Least One CTE pathway shows the following concerns: Low-income - 2.3% English learners -0% While all students were at All students - 2.7% Our CTE Pathway completion rate shows the following concerns: Low-income - 33.1% English learner - 33.3% While all students was - 35.3% Educational Partner Feedback comments related to expanding educational options: 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. **Scope:** LEA-wide	they will be more prepared to select and complete a college/career high school pathway. This action 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.	CTE Pathway completion rate (Metric 1.7) College/Career Ready rate (Metric 1.9)
1.9	**Action:** Technology Initiative **Need:** Our 2024 CAASPP data shows the following concerns: English language arts: English learners scored 55.7 points below standard.	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.	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
	Homeless students scored 42.1 points below standard Low-income students scored 31.6 points below standard While all students scored57.8 points above standard In Math: English learners scored 80.3 points below standard Homeless student scored 80.2 points below standard Low-income students scored 65,5 points below standard While all students scored 6,5 points above standard. Educational partner feedback comments include show the follow concerns: "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) 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		

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	equitable access to the tools that support differentiated instruction that meets their unique needs. **Scope:** LEA-wide		
1.13	**Action:** Professional Development **Need:** Our 2024 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.	Teachers will be provided with professional development opportunities to increase their understanding of how to address students' language proficiency, as well as reading and math deficiencies. These trainings will be offered on a district-wide basis, ensuring that all students benefit from enhanced instructional strategies implemented in the classroom.	We will monitor the effectiveness of this action: CAASPP English language arts (Metric 1.1) CAASPP Math (Metric 1.2) English learner Progress Indicator (Metric 1.4)

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
	When asked for input, educator partner feedback indicated that struggling students need additional support to be successful. Based on the comprehensive needs assessment, which included data analysis and input from educational partners, English learners, low-income students, and homeless youth require access to qualified teachers who are highly skilled in addressing their diverse learning needs. There is a critical need for educators who understand and implement evidence-based instructional practices that directly impact and reduce the academic achievement gap. Ensuring that all students are supported by knowledgeable and effective teachers is essential to promoting equity and improving outcomes for our most vulnerable populations. **Scope:** LEA-wide		
2.1	**Action:** Positive Behavior Intervention Support (PBIS) **Need:** CALPADS data showed that In 2024 Incidents involving Suspension or In-house Suspension -160 Unduplicated Pupil Count - 122 76% of Incidents involved Unduplicated Pupils Incidents involving Expulsions - 3 Unduplicated Pupil Count - 3	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 English learners, PBIS provides a supportive and inclusive environment that values diversity and	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) Ca Dashboard Suspension Rate (Metric 2.8)

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
	100% of Incidents involved Unduplicated Pupils 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. **Scope:** LEA-wide	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.	
2.2	**Action:** Enhanced Campus Security **Need:** Our CALPADS Incident Report 7.10 shows the following concern In 2024 Incidents involving Suspension or In-house Suspension -160 Unduplicated Pupil Count - 122 76% of Incidents involved Unduplicated Pupils Incidents involving Expulsions - 3 Unduplicated Pupil Count - 3 100% of Incidents involved Unduplicated Pupils Responses to the California Healthy Kids Survey show the following concerns: School perceived as very safe or safe on the California Healthy Kids Survey 85% grade 5 61% grade 7	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 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.	We will measure the effectiveness of this action by CALPADS Incident Report 7.10 (Metric 2.10) California Healthy Kids Survey (Metric 2.6) Ca Dashboard Suspension Rate (Metric 2.8)

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
	53% grade 9 49% grade 11 Educational partner feedback shows the following highly rated concern: The concerns about bullying and the lack of adequate measures to handle bullying incidents, and staff training to handle student conflicts. These responses influenced Goal 2 that focuses on actions that include: training for social emotional training for staff and parent engagement opportunities. **Scope:** LEA-wide		
2.3	**Action:** Mental Health Support **Need:** 2024 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% 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 ensure that students attend school	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
	consistently and to ensure that mental health challenges are not a barrier to learning. **Scope:** LEA-wide		
2.4	**Action:** Attendance Initiative **Need:** On the 2024 CA School Dashboard, the chronic absenteeism rate was: All students - 23.5% Low-income - 27.3%% English learner - 22.2% Foster youth - 47.6% Hispanic - 25.9% Students with disabilities - 33.8%% Our DELAC and PAC highlighted the need to promote good attendance at school. 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. **Scope:** LEA-wide	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.	The effectiveness of this action will be measured by Chronic Absenteeism Rate (Metric 2.4)

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
3.1	**Action:** Enhanced Communication Tools **Need:** Responses to the 2024 California Schools Parent Survey show the following concern: 68% of parents responded that the school actively seeks the input of parents. 31% of parents feel welcome to participate in school. Parents at DELAC and the parent advisory report the need for timely and improved communication from the schools. 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. **Scope:**	Based on this need, English learner, low-income students and foster youth will benefit from their 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.	The effectiveness of this action will be measured by California Schools Parent Survey (Metric 3.1) Local Indicator (Metric 3.2) and student achievement data (Metric 1.1 and 1.2)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.3	**Action:** English Learner Supports **Need:** 2024 Academic Indicator for English Language Arts at Orange performance and Math is at the Yellow performance level for English learners. The Graduation rate and College/Career Indicator for English learners is also at the Orange 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. **Scope:** Limited to Unduplicated Student Group(s)	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 (Metric 1.1 and 1.2) STAR Renaissance Growth Reports in Early Literacy, Reading and Math Classroom grades in core classes
1.4	**Action:** Long-Term English Learners **Need:**	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	We will monitor effectiveness of this strategy using English learner outcomes on:

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	2024 Academic Indicator for Long Term English Learners is at red performance level in English Language Arts and Mathematics. The College/Career Indicator for English learners is at the orange performance level. The percentage of English learners is the highest in Grade 3 - 6. English learners in the upper elementary grades need additional support in academic core subjects and English language acquisition skills. **Scope:** Limited to Unduplicated Student Group(s)	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 reclassfiying by fifth grade.	CAASPP Language Arts and Math assessments (Metric 1.1 and 1.2) STAR Renaissance Growth Reports in Early Literacy, Reading and Math Reclassification rates

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 a bilingual aide to provide 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 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

2025-26 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	$31,819,104	$7,186,785	22.586%	3.447%	26.033%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$41,950,193.00	$475,000.00	$0.00	$0.00	$42,425,193.00	$38,904,340.00	$3,520,853.00

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 Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$515,231.00	$609,769.00	$1,125,000.00	$0.00	$0.00	$0.00	$1,125,000.00	0%
1	1.2	Targeted Class Size Reduction	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$3,000,000.00	$0.00	$3,000,000.00	$0.00	$0.00	$0.00	$3,000,000.00	0%
1	1.3	English Learner Supports	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	$245,000.00	$0.00	$245,000.00	$0.00	$0.00	$0.00	$245,000.00	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	$75,000.00	$241,406.00	$0.00	$0.00	$0.00	$241,406.00	0%
1	1.5	Career Preparation	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$456,000.00	$25,000.00	$481,000.00	$0.00	$0.00	$0.00	$481,000.00	0%
1	1.6	High School Reading Intervention K-8 Intervention Teachers	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$468,000.00	$17,000.00	$485,000.00	$0.00	$0.00	$0.00	$485,000.00	0%
1	1.7	Multi-Tiered System of Supports (MTSS)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$330,000.00	$44,784.00	$374,784.00	$0.00	$0.00	$0.00	$374,784.00	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	1.8	Middle School Career Exploration	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$110,000.00	$505,000.00	$615,000.00	$0.00	$0.00	$0.00	$615,000.00	0%
1	1.9	Technology Initiative	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$293,087.00	$300,000.00	$593,087.00	$0.00	$0.00	$0.00	$593,087.00	0%
1	1.10	Action to Improve ELA and Math Achievement for Students with Disabilities	Students with Disabilities	No			All Schools	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 with Disabilities	No			All Schools	Ongoing	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	0%
1	1.12	Enhanced Learning Opportunities	All	No				Ongoing	$400,000.00	$15,000.00	$0.00	$415,000.00	$0.00	$0.00	$415,000.00	0%
1	1.13	Professional Development	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$350,000.00	$350,000.00	$0.00	$0.00	$0.00	$350,000.00	0%
2	2.1	Positive Behavior Intervention Support (PBIS)	Foster Youth Low 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 Learners Foster Youth Low 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 Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$555,000.00	$20,000.00	$575,000.00	$0.00	$0.00	$0.00	$575,000.00	0%
2	2.4	Attendance Initiative	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$418,000.00	$0.00	$418,000.00	$0.00	$0.00	$0.00	$418,000.00	0%
2	2.5	Professional Development LREBG	All	No				Ongoing	$0.00	$60,000.00	$0.00	$60,000.00	$0.00	$0.00	$60,000.00	0%
3	3.1	Enhanced Communication Tools	English Learners Foster Youth Low 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%
3	3.2	Parent/Family Focused Events	All	No				Ongoing	$0.00	$60,000.00	$60,000.00	$0.00	$0.00	$0.00	$60,000.00	0%

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
4	**4.1**	Quality Certificated Staff	All	No			All Schools	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			All Schools	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			All Schools	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			All Schools	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			All Schools	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			All Schools	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			Specific Schools: Mt. Olive High School	Ongoing	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	0%
5	**5.2**	College & Career Guidance	All	No			Specific Schools: Mt. Olive High School	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			Specific Schools: Mt. Olive High School	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			Specific Schools: Mt. Olive High School	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			Specific Schools: Mt. Olive High School	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			Mt. Olive High School	Ongoing	$0.00	$14,000.00	$14,000.00	$0.00	$0.00	$0.00	$14,000.00	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
5	**5.7**	Cinematic Arts Pathway Technology	All	No			Specific Schools: Mt. Olive High School	Ongoing	$0.00	$25,000.00	$25,000.00	$0.00	$0.00	$0.00	$25,000.00	0%

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$31,819,104	$7,186,785	22.586%	3.447%	26.033%	$8,607,577.00	0.000%	27.052 %	**Total:**	$8,607,577.00
								LEA-wide Total:	$7,640,171.00
								Limited Total:	$486,406.00
								Schoolwide Total:	$481,000.00

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	$1,125,000.00	0%
1	**1.2**	Targeted Class Size Reduction	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$3,000,000.00	0%
1	**1.3**	English Learner Supports	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$245,000.00	0%
1	**1.4**	Long-Term English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$241,406.00	0%
1	**1.5**	Career Preparation	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$481,000.00	0%
1	**1.6**	High School Reading Intervention K-8 Intervention Teachers	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$485,000.00	0%
1	**1.7**	Multi-Tiered System of Supports (MTSS)	Yes	LEA-wide	English Learners Foster Youth	All Schools	$374,784.00	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 (%)
					Low Income			
1	1.8	Middle School Career Exploration	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$615,000.00	0%
1	1.9	Technology Initiative	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$593,087.00	0%
1	1.13	Professional Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$350,000.00	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	$575,000.00	0%
2	2.4	Attendance Initiative	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$418,000.00	0%
3	3.1	Enhanced Communication Tools	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$40,800.00	0%

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$38,466,038.00	$35,084,534.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Supplemental resources targeted to close the achievement gap	Yes	$721,231.00	$648,157.00
1	**1.2**	Targeted Class Size Reduction	Yes	$1,992,590.00	$2,735,164.00
1	**1.3**	English Learner Supports	Yes	$128,024.00	$243,343.00
1	**1.4**	Long-Term English Learners	Yes	$166,406.00	$127,983.00
1	**1.5**	Career Preparation	Yes	$481,000.00	$407,555.00
1	**1.6**	High School Reading Intervention	Yes	$85,000.00	$50,703.00
1	**1.7**	Multi-Tiered System of Supports (MTSS)	Yes	$44,784.00	$179,784
1	**1.8**	Middle School Career Exploration	Yes	$575,000.00	$201,004.00
1	**1.9**	Technology Initiative	Yes	$452,087.00	$246,659.00
1	**1.10**	Action to Improve ELA and Math Achievement 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)
1	1.11	Action Plan to Improve Graduation and College Career Readiness for Students with Disabilities	No	$0.00	$0
2	2.1	Positive Behavior Intervention Support (PBIS)	Yes	$43,500.00	$32,379.00
2	2.2	Enhanced Campus Security	Yes	$20,000.00	$18,000.00
2	2.3	Mental Health Support	Yes	$125,000.00	$91,135.00
2	2.4	Attendance Initiative	Yes	$300,000.00	$342,107.00
3	3.1	Enhanced Communication Tools	Yes	$40,800.00	$59,826.00
3	3.2	Parent/Family Focused Events	No	$8,000.00	$0
4	4.1	Quality Certificated Staff	No	$17,655,925.00	$16,433,534
4	4.2	Quality administrators	No	$4,578,354.00	$3,285,000.00
4	4.3	Quality classified support staff	No	$9,668,337.00	$8,544,640.00
4	4.4	Operational Expenses	No	$405,000.00	$425,000.00
4	4.5	Maintenance and Facilities	No	$805,000.00	$875,000.00
4	4.6	Standards-based Instructional Materials	No	$45,000.00	$45,426.00
5	5.1	Strengthen College & Career Readiness	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)
5	**5.2**	College & Career Guidance	No	$30,000.00	$30,000.00
5	**5.3**	Workshops, Internships & Work-Based Learning	No	$50,000.00	$20,308.00
5	**5.4**	Concurrent Enrollment	No	$0.00	$0
5	**5.5**	Industry & Business Partner Support	No	$6,000.00	$6,000.00
5	**5.6**	CTE Professional Development	No	$14,000.00	$12,300.00
5	**5.7**	Cinematic Arts Pathway Technology	No	$25,000.00	$23,527.00

2024-25 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$6,260,844	$5,175,422.00	$5,338,259.00	($162,837.00)	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	$721,231.00	$648,157.00	0%	0%
1	1.2	Targeted Class Size Reduction	Yes	$1,992,590.00	$2,855,164.00	0%	0%
1	1.3	English Learner Supports	Yes	$128,024.00	$243,343.00	0%	0%
1	1.4	Long-Term English Learners	Yes	$166,406.00	$127, 983.00	0%	0%
1	1.5	Career Preparation	Yes	$481,000.00	$407,555.00	0%	0%
1	1.6	High School Reading Intervention	Yes	$85,000.00	$50,703.00	0%	0%
1	1.7	Multi-Tiered System of Supports (MTSS)	Yes	$44,784.00	$0	0%	0%
1	1.8	Middle School Career Exploration	Yes	$575,000.00	$201,004.00	0%	0%
1	1.9	Technology Initiative	Yes	$452,087.00	$246,659.00	0%	0%
2	2.1	Positive Behavior Intervention Support (PBIS)	Yes	$43,500.00	$32,379.00	0%	0%
2	2.2	Enhanced Campus Security	Yes	$20,000.00	$18,000.00	0%	0%
2	2.3	Mental Health Support	Yes	$125,000.00	$575,000.00	0%	0%
2	2.4	Attendance Initiative	Yes	$300,000.00	$342, 107.00	0%	0%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
3	**3.1**	Enhanced Communication Tools	Yes	$40,800.00	$59,826.00	0%	0%

2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$31,925,691	$6,260,844	0.557%	20.168%	$5,338,259.00	0.000%	16.721%	$1,100,411.10	3.447%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

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