

# LCFF Budget Overview for Parents

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

CDS Code: 19-64790-0000000

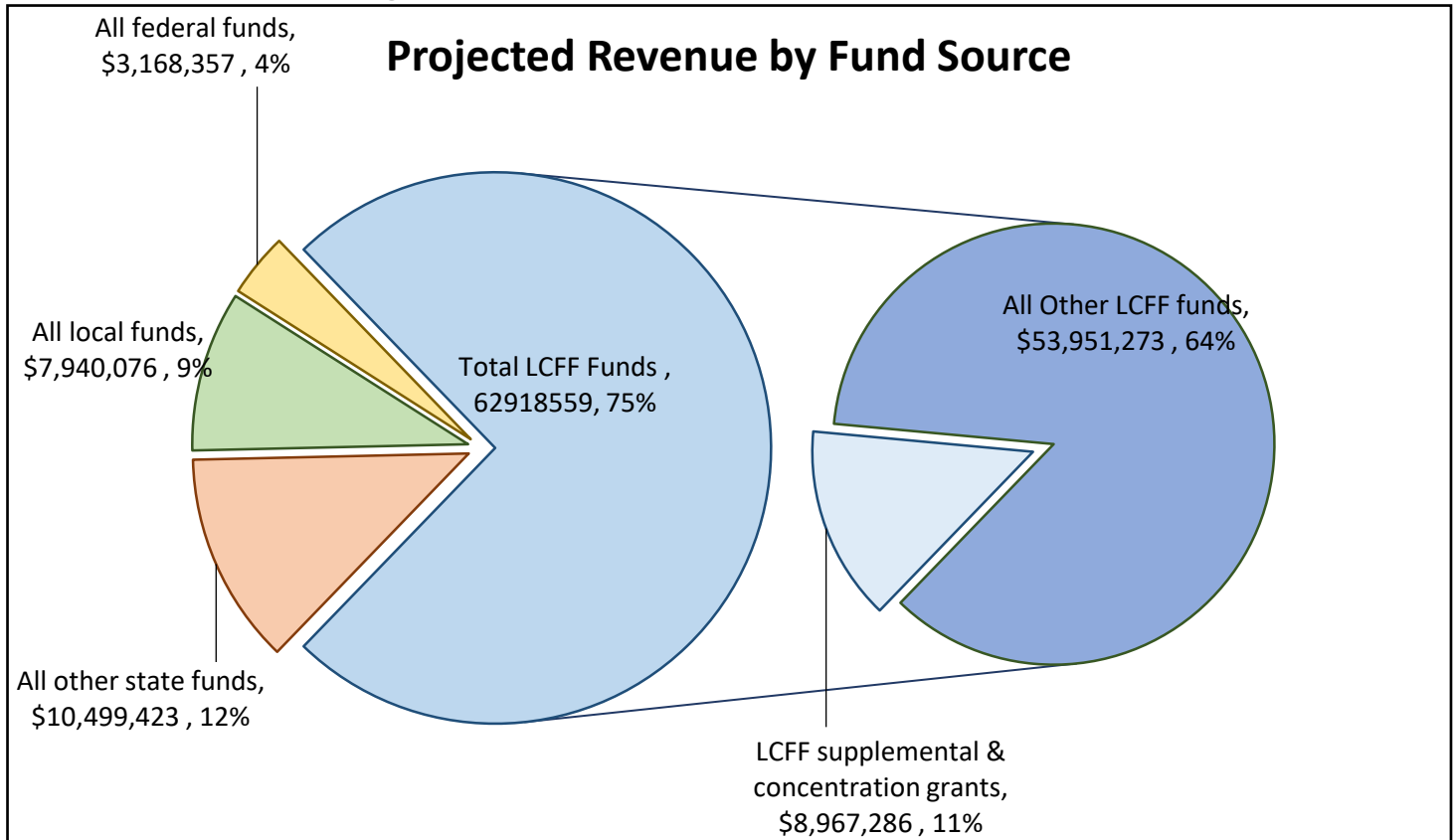
School Year: 2024-2025

LEA contact information: Greg Gero, PhD

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

## Budget Overview for the 2024-2025 School Year

### Projected Revenue by Fund Source

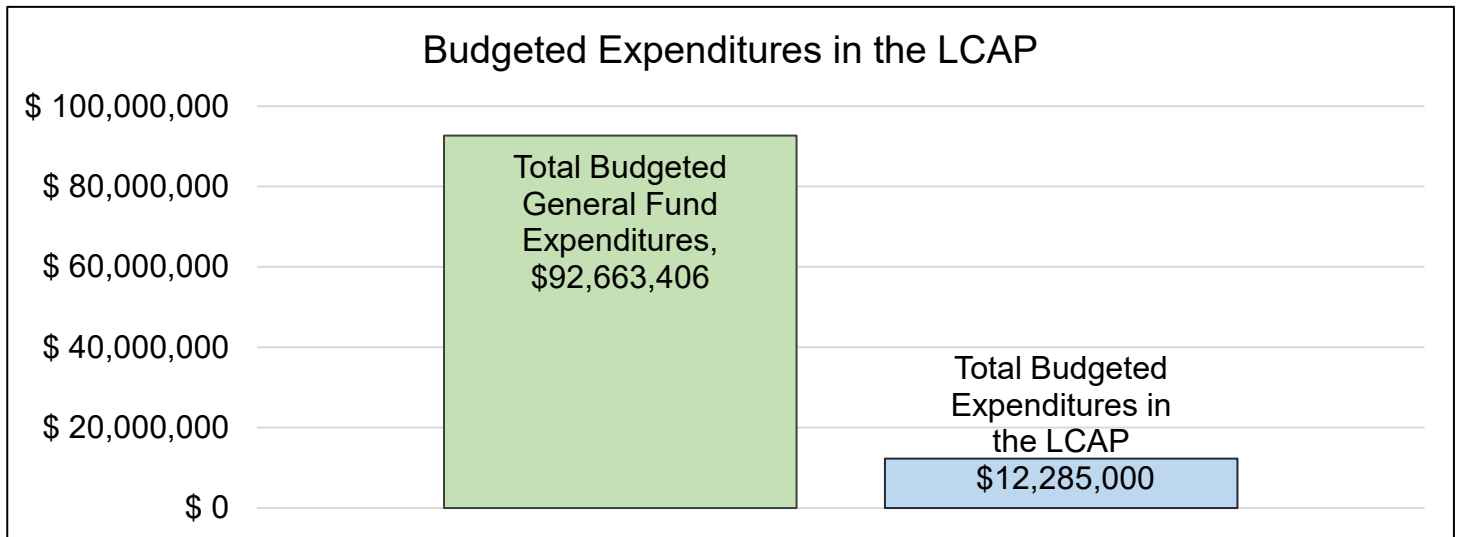


This chart shows the total general purpose revenue Monrovia Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Monrovia Unified School District is \$84,526,414.80, of which \$62,918,559.00 is Local Control Funding Formula (LCFF), \$10,499,423.00 is other state funds, \$7,940,076.00 is local funds, and \$3,168,356.80 is federal funds. Of the \$62,918,559.00 in LCFF Funds, \$8,967,286.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

# LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Monrovia Unified School District plans to spend for 2024-2025. 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: Monrovia Unified School District plans to spend \$92,663,406.00 for the 2024-2025 school year. Of that amount, \$12,285,000.00 is tied to actions/services in the LCAP and \$80,378,406.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

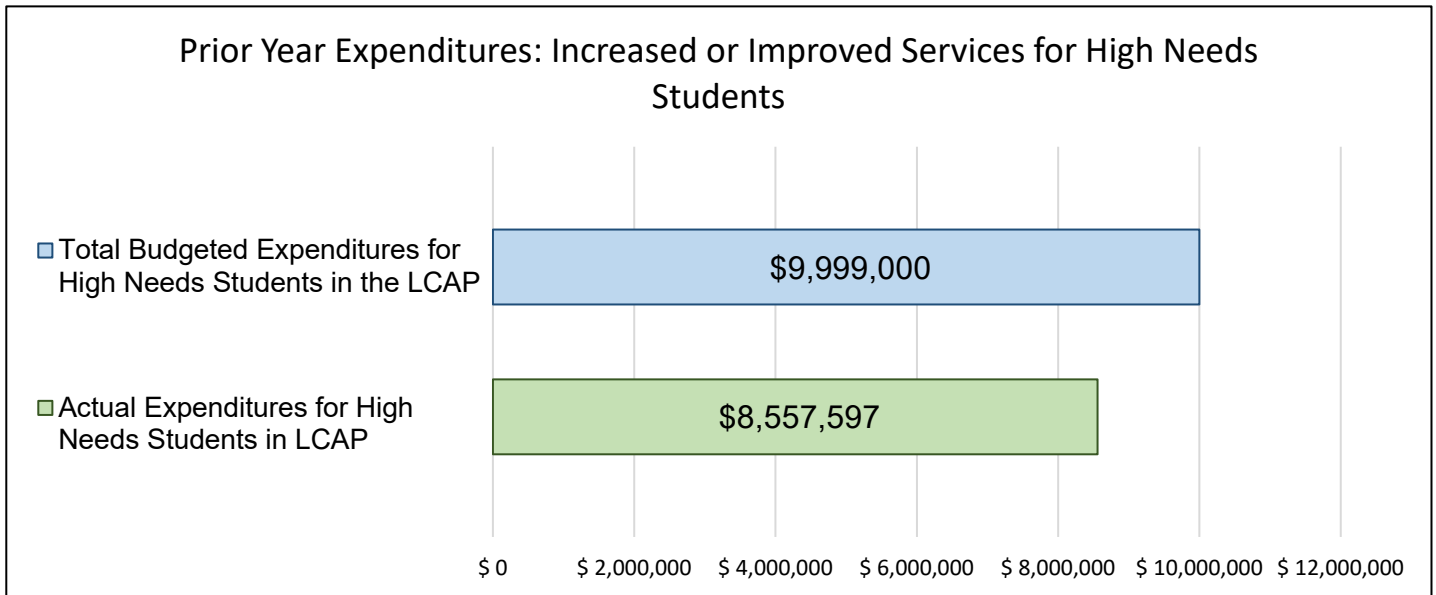
The most significant general fund expenditures not included in the LCAP are related to the salaries of administrators, certificated staff, classified staff, paraeducators and support staff. Also excluded from the LCAP are expenditures that are not funded through LCFF and not specific to the goals, actions, and

## Increased or Improved Services for High Needs Students in the LCAP for the 2024-2025 School Year

In 2024-2025, Monrovia Unified School District is projecting it will receive \$8,967,286.00 based on the enrollment of foster youth, English learner, and low-income students. Monrovia Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Monrovia Unified School District plans to spend \$11,285,000.00 towards meeting this requirement, as described in the LCAP.

# LCFF Budget Overview for Parents

## Update on Increased or Improved Services for High Needs Students in 2023-2024



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

The text description of the above chart is as follows: In 2023-2024, Monrovia Unified School District's LCAP budgeted \$9,999,000.00 for planned actions to increase or improve services for high needs students. Monrovia Unified School District actually spent \$8,557,597.00 for actions to increase or improve services for high needs students in 2023-2024. The difference between the budgeted and actual expenditures of \$1,441,403.00 had the following impact on Monrovia Unified School District's ability to increase or improve services for high needs students:

The actual expenditures were less than the budgeted expenditures due to the use of COVID relief funds to pay for the summer school programs. Additionally, due to a lack of available staff, spending at the site level on intervention positions and extra hours was more limited than anticipated.

# 2023-2024 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023-2024 Local Control and Accountability Plan (LCAP) Annual Update follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Monrovia Unified	Greg Gero Director of Elementary Education	ggero@monroviaschools.net 6264712044

## Goals and Actions

### Goal

Goal #	Description
1	Basic Services Credential Teachers 100% of the teachers are appropriately assigned, and fully credentialed in the subject areas and for the pupils they are teaching.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-2024
Percentage of teachers whose assignments are aligned to their credentials.	100% Compliant	100% Compliant.	100% Compliant	100% Compliant	100% Compliant

### Goal Analysis

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

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

Successes: We fully met this goal. All teachers were appropriately assigned and fully credentialed in the subject areas and for the students they taught. Furthermore, designated ELD teachers were assigned to teach ELD to English learners at each secondary school site.

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

There were no significant material differences between the Budgeted Expenditures and the Estimated Actual Expenditures. Furthermore, there were no material differences between the Planned Percentages of Improved Services and the Estimated Actual Percentages of Improved Services.

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

Successes: We maintained the appropriate assignments of teachers, and ensured that they were fully credentialed in the subject areas and for the students they taught. We also assigned ELD teachers to teach ELD to English learners at each of the secondary school sites. These actions directly led to accomplishing our goal.

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

Due to the success in meeting this goal, no changes were made to the planned goal, metrics, desired outcomes, or actions for the coming year.

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

## Goal

Goal #	Description
2	Implementation of the Common Core State Standards (CCSS) By 2024, 100% of teachers will participate in professional development in Common Core for English-Language Arts, Mathematics, History Social-Science, and/or Next Generation Science Standards, including the integration of technology to ensure all students have access to the curriculum and technology necessary to be successful. By 2024, 80% of students (Grades 3 - 8 & 11) will demonstrate proficiency in English Language Arts and Mathematics on the Smarter Balanced Assessments.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-2024
Reading Inventory (RI) Grades 2-8 Percent Proficient	RI: 2021 2nd grade: 50% Proficient 3rd grade: 57% Proficient  4th grade: 51% Proficient 5th grade: 56% Proficient 6th grade: 52% Proficient 7th grade: 55% Proficient 8th grade: 48% Proficient	RI: 2022 2nd grade: 37% Proficient 3rd grade: 52% Proficient 4th grade: 50% Proficient 5th grade: 53% Proficient 6th grade: 47% Proficient 7th grade: 56% Proficient 8th grade: 59% Proficient	i-Ready Reading: Spring 2023 2nd grade: 56% Proficient 3rd grade: 51% Proficient 4th grade: 49% Proficient 5th grade: 37% Proficient 6th grade: Not enough available data 7th grade: Not enough available data 8th grade: Not enough available data	i-Ready Reading: Mid-Year Results K: 65% proficient 1st grade: 42% proficient 2nd grade: 41% proficient 3rd grade: 51% proficient 4th grade: 40% proficient 5th grade: 42% proficient 6th grade: 40% proficient 7th grade: 39% proficient 8th grade: 47% proficient	RI: 5% Increase in grade level scores and cohort scores.
Math Inventory (MI) Grades 4-8 Percent Proficient	MI: 2021 4th grade: 23% Proficient 5th grade: 25% Proficient 6th grade: 34% Proficient 7th grade: 35% Proficient 8th grade: 27% Proficient	MI: 2022 4th grade: 17% Proficient 5th grade: 23% Proficient 6th grade: 24% Proficient 7th grade: 26% Proficient 8th grade: 22% Proficient	i-Ready Math: Spring 2023 2nd grade: 44% Proficient 3rd grade: 38% Proficient 4th grade: 51% Proficient 5th grade: 46% Proficient 6th grade: Not sufficient data 7th grade: Insufficient data 8th grade: Insufficient data	i-Ready Math: Mid-Year Results K: 49% proficient 1st grade: 30% proficient 2nd grade: 28% proficient 3rd grade: 30% proficient 4th grade: 38% proficient 5th grade: 38% proficient 6th grade: 42% proficient 7th grade: 30% proficient 8th grade: 29% proficient	MI: 5% Increase in grade level scores and cohort scores.
ELA SBAC Grades 3-8 and 11 Distance from Standard (DFS) and Dashboard Indicator	ELA SBAC: (2019) 17.2 Points ABOVE standard Increase 4.5 points GREEN	ELA SBAC: (2021) 48.6% Met or above standard. Dashboard Indicator not available for 2021	ELA SBAC: (2022) 53.75% Met or exceeded standard. 6.4 points above the standard (DFS).	ELA SBAC: (2023) 52.14% met or exceeded standard. 0.4 points above the standard (DFS)	ELA SBAC: 5 point increase in distance ABOVE Standard BLUE Indicator.
Math SBAC Grades 3-8 and 11 Distance from Standard (DFS) and Dashboard Indicator.	Math SBAC: (2019) 24 Points BELOW standard Increase 5 points GREEN.	Math SBAC: (2021) 39.61% Met or above standard. Dashboard Indicator not available for 2021.	Math SBAC: (2022) 39.25% met or exceeded the standard. 39 points below the standard (DFS).	Math SBAC (2023) 38.92% met or exceeded the standard. 38 points below the standard (DFS).	Math SBAC: 5 Point Increase towards standard GREEN Indicator.

## Goal Analysis

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

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

##### Successes:

- Instructional Coaches provided support for teachers at each site to increase the effectiveness of teaching and learning in ELA, Math, and ELD, with an emphasis on addressing the needs of our unduplicated students (Action 1).
- All certificated and classified staff participated in at least 2 days of professional development to improve student learning and achievement (Actions 5 & 6).
- District and school leadership teams participated in training by the Center for Educational Leadership (CEL) focused on improving strategies for providing feedback and supporting teachers in improving their practice (Action 4).
- Supplemental hands-on, high-interest, NGSS-aligned science lessons were provided for all students in TK-8th grade (Action 8).
- Project Based Learning (PBL) opportunities were provided for teachers at elementary, middle, and high school levels, with an emphasis on increasing student engagement, learning, and achievement (Action 9).
- Our Educational Technology Instructional Coach worked with teachers to increase their capacity to incorporate effective tools to boost student engagement and achievement (Action 3).
- Our Data Specialist monitored and reported data to facilitate effective implementation of the LCAP goals and to guide decisions about our educational programs (Action 7).
- A contract renewal was processed for the DBQ project, providing students in grades 6-12 with valuable support for social studies and writing achievement (Action 2).

##### Challenges:

- School sites had difficulty implementing programs due to staffing shortages (Action 10).

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

Action 2: The contract for DBQs and ERWCs was processed and paid by the school site using site funding sources.

Action 10: A number of budgeted expenditures were not completed due to staffing challenges, use of additional funding sources, and delays in the implementation. This resulted in an Estimated Actual Expenditure that was significantly lower than the Budgeted Expenditure.

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

Students showed steady improvement in ELA and math as measured by i-Ready diagnostic assessments. The status of these metrics are complicated by the change from using the Reading and Math Inventory to i-Ready assessments. Moreover, we are using the mid-year i-Ready diagnostic results since the end-of-year assessment results are not yet available. Nevertheless, it appears that students are making progress. The following actions have contributed to students' growth in these areas:

Action 1: Our instructional coaches and specialists provided targeted support for teachers at each site to improve the effectiveness of teaching and learning in ELA, math, and ELD, with an emphasis on addressing the needs of our unduplicated students.

Action 2: Students in grades 6-12 were provided with support for social studies and writing achievement (DBQ project).

Action 3: Our Educational Technology Instructional Coach worked with teachers to increase their capacity to incorporate effective tools to boost student engagement and achievement.

Action 4: District and school leadership teams participated in training by the Center for Educational Leadership (CEL) focused on improving strategies for providing feedback and supporting teachers in improving their practice.

Actions 5&6: All certificated and classified staff participated in at least 2 days of professional development to improve student learning and achievement.

Action 7: Our Data Specialist monitored and reported data to facilitate effective implementation of the LCAP goals and to guide decisions about our educational programs.

Action 8: - Students in grades K-8 were provided with supplemental hands-on, high-interest, NGSS-aligned science lessons.

Action 9: Project Based Learning (PBL) opportunities were provided for teachers at elementary, middle, and high school levels, with an emphasis on increasing student engagement, learning, and achievement.

Action 10: School sites implemented intervention and engagement programs to improve academic achievement and students' sense of belonging and connectedness. Some of the intended projects were delayed due to staffing challenges.

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

Based on an analysis of the effectiveness of the actions within this goal, we are planning the following changes:

- Shifting the educational technology support so that it is integrated within ELA, math, and other content areas;
- Shifting from district-wide PLCs to a stronger focus on building capacity within each school site;
- Working with sites to create more targeted and strategic actions to meet the specific needs of their students

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

## Goal

Goal #	Description
3	100% of pupils provided with access to supplemental standards-aligned instructional materials to access the content.



## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-2024
Pupils provided with access to supplemental standards-aligned instructional materials to access the content.	100% pupils have access to materials.	100% pupils have access to materials.	100% pupils have access to materials.	100% pupils have access to materials.	100% Pupils have access to materials.

## Goal Analysis

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

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

Successes: All students were provided with access to supplemental, standards-aligned instructional materials to enhance their access to content instruction.

Challenges: We did not experience significant challenges in meeting this goal during the school year.

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

There were no significant differences between Budgeted Expenditures and Estimated Actual Expenditures. The core instructional materials were purchased using primarily lottery funds.

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

We consistently met the goal of providing all students with access to standards-aligned instructional materials. Supplemental materials and training were purchased to provide elementary students with phonics intervention and math support (Action 1). Core instructional materials were provided to all students (Action 2).

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

Given our success in meeting this goal, we are not planning any significant changes to these actions in the next LCAP. However, we will continue to monitor our progress and make adjustments as needed.

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

Goal

Goal #	Description
4	100% good or exemplary rating demonstrating the maintenance of school facilities.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-2024
SARC Facility Rating for Safety.	100% Good or above at all sites.	100% Good or above at all sites.	100% good or above at all sites.	100% good or above at all sites.	100% Good or Above at all sites.

Goal Analysis

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

A description of any substantive differences in planned actions and actual implementation of these actions.
<p>Successes: We allocated resources to effectively maintain safe, clean, and comfortable school campuses, and fully met this goal. All sites received ratings of "good" or "exemplary" on the SARC Facility Rating for Safety.</p> <p>Challenges: In January 2024, there was a fire in a classroom at Bradoaks Elementary during non-school hours. There were no injuries; however, the building structure was compromised impacting 8 classrooms, and demolition has begun. Plans are being made for a new structure within the next two years.</p>
An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.
There were no significant differences between the Budgeted Expenditures and the Estimated Actual Expenditures.
An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.
Successes: We maintained clean, safe and comfortable school campuses. All sites received ratings of "good" or "exemplary" on the SARC Facility Rating for Safety. The implementation of the planned actions directly led to accomplishing this goal.
A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.
<p>Due to the success in meeting this goal, we have not made significant changes to the planned goal, metrics, desired outcomes, or actions for the coming year.</p> <p>Funds from Measure MM, which passed in the 2022, will support larger maintenance projects. Within the next school year, we are planning fencing projects at the five elementary schools, and updated security systems at several campuses.</p>

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

## Goal

Goal #	Description
5	75% of English Language Learners (ELs) will make yearly progress on the English language and math assessments and the Dashboard color indicator will be commensurate with ALL students.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-2024
ELPAC Results.	2018-2019 DataQuest shows 20.51% of students achieving a 4 and 43.20% achieving a 3.	2020-2021 ELPAC scores: 25.37% achieving a 4 and 36.19% achieving a 3.	2021-22 Summative ELPAC scores: 19.92% achieved Level 4, and 41.73% achieved a Level 3. According to the California Dashboard, 48.3% of English Learners made progress on the ELPAC summative assessment, which resulted in a rating of "Medium."	2022-23 ELPAC scores: 50% of English Learners made progress on the ELPAC summative assessment. This resulted in a rating of "Medium" on the California Dashboard.	75% of students improving on the ELPAC or remaining at a 4 overall on the ELPAC each year.
English Learner Dashboard Metric on ELA.	CA Dashboard 2019: ELA EL is ORANGE	Dashboard Results not available for 2021.	English Learners achieved a status of "Low" on the 2022 CA Dashboard for Academic Performance in English Language Arts.	English Learners achieved a status of "Low" on the 2023 California Dashboard for Academic Performance in English Language Arts.	CA Dashboard: ELA EL is GREEN
Reading Inventory (RI) for EL students grades 2-8.	RI: 2021 2nd grade: 29% Proficient 3rd grade: 16% Proficient  4th grade: 15% Proficient 5th grade: 18% Proficient 6th grade: 28% Proficient 7th grade: 0% Proficient 8th grade: 26% Proficient	RI: 2022 2nd grade: 13% Proficient 3rd grade: 13% Proficient 4th grade: 6% Proficient 5th grade: 21% Proficient 6th grade: 12% Proficient 7th grade: 8% Proficient 8th grade: 0% Proficient	i-Ready Reading: Spring 2023 2nd grade: 56% Proficient 3rd grade: 51% Proficient 4th grade: 49% Proficient 5th grade: 37% Proficient 6th grade: Not enough available data 7th grade: Not enough available data 8th grade: Not enough available data	i-Ready Reading: Mid-Year 2023-24 K: 65% proficient 1st: 42% proficient 2nd: 41% proficient 3rd: 51% proficient 4th: 40% proficient 5th: 42% proficient 6th: 40% proficient 7th: 38% proficient 8th: 47% proficient	5% increase in proficient rates in each grade level.
English Learners Math CA Dashboard metric.	CA Dashboard 2019 Math EL Metric is ORANGE	CA Dashboard not available for 2021	English Learners achieved a status of "Low" on the California Dashboard for Academic Performance in Mathematics.	English Learners achieved a status of "Low" on the California Dashboard for Academic Performance in Mathematics.	CA Dashboard 2019 Math EL Metric is GREEN
Math Inventory (MI) English Learners Grades 4-8	MI: 2021 EL Students 4th grade: 7% Proficient 5th grade: 10% Proficient	MI: 2022 EL Students 4th grade: 6% Proficient 5th grade: 6% Proficient	i-Ready Math: Spring 2023 2nd grade: 44% Proficient 3rd grade: 38% Proficient	i-Ready Math: Mid-year 2023-2024 K: 49%	5% Increase in Proficiency rates annually.

	6th grade: 22% Proficient 7th grade: 6% Proficient 8th grade: 8% Proficient	6th grade: 0% Proficient 7th grade: 10% Proficient 8th grade: 4% Proficient	4th grade: 51% Proficient 5th grade: 46% Proficient 6th grade: Not sufficient data 7th grade: Insufficient data 8th grade: Insufficient data	1st: 30% 2nd: 28% 3rd: 30% 4th: 38% 5th: 38% 6th: 42% 7th: 30% 8th: 29%	
Reclassification Rate	2020: 8.5% Reclassification Rate.	2021: 5.3% Reclassification Rate.	2021-2022: 15% Reclassification Rate. 2022-2023: 12% Reclassification Rate.	2022-2023: 12% Reclassification Rate. (2023-24 Reclassification Rate is still pending)	16% Reclassification Rate.

## ***Goal Analysis***

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

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

Successes: The reclassification rate increased from 5.8% in 2021 to 12% in 2023. Although we are awaiting final results, we anticipate an increase in the EL reclassification rate for 2024. This success was supported by the following actions:

Instructional coaches and specialists provided professional development and coaching to improve the progress of English learners (Action 1).

Administrators, interventionists, and teachers participated in professional development (Ellevation) to improve the language acquisition and academic achievement of our ELs (Action 2).

Challenges: Our English learners continue to struggle academically, especially following the pandemic and distance learning. Our ELs achievement on the SBAC ELA and Math remains significantly below the overall performance level.

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

Action 2: EL professional development was provided as part of a contract with ELlevation which was paid out of a different budget line. Consequently, the Estimated Actual Expenditure appears lower than the Budgeted Expenditure for that action.

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

Action 1: The EL Instructional Specialists provided coaching and support for teachers, students, and families. This contributed to the success of English Learners on the ELPAC summative assessment.

Our Reclassification Rate grew from 5% in the 2020-2021 school year to 12% in the 2022-2023 school year.

Action 2: EL professional development was provided for administrators, interventionists, and teachers. This provided strategies and resources to improve ELs language acquisition and academic achievement.

Our ELs continue to struggle academically and face significant challenges. Supporting our ELs will continue to be a focus area for our next LCAP.

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

Although many ELs made significant progress toward reclassification, EL performance on the CAASPP ELA and Math were rated "Low" on the 2023 California Dashboard. In order to increase support for teachers of ELs, we will be expanding the role of the EL Instructional Coach to provide more direct professional development for teachers and administrators.

We will also be strengthening instructional resources to support LTELs and newcomers.

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

# Goal

Goal #	Description
6	<p>College and Career Readiness</p> <p>By 2024, 100% of secondary students will demonstrate College and Career readiness by accessing higher-level courses, and increasing enrollment into higher-level courses, and successfully completing A to G requirements.</p> <p>By 2024, 75% of 11th grade students will demonstrate readiness on the EAP assessment in math and English language arts.</p> <p>By 2024, 85% of Advanced Placement (AP) students will score 3 or higher on the AP exams. Enrollment in AP courses will increase by 5% annually.</p>

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-2024
A-G Completion Rates and CTE completion rates.	62% of MUSD graduates in 2020 completed A-G or a CTE pathway.	68% of MUSD graduates in 2021 completed A-G requirements or a CTE pathway.	<p>62.1% of MUSD graduates in 2022 completed A-G requirements or a CTE pathway.</p> <p>60.9% of MUSD graduates in 2023 completed A-G requirements or a CTE pathway.</p>	54% of MUSD graduates in 2024 are prepared to complete A-G requirements of a CTE pathway	80% of MUSD graduates will complete the A-G requirements or complete a CTE pathway.
EAP Readiness in Math and ELA.	32.6% of MHS 11th grade students were ready, 34.8% were conditionally ready in ELA. 17.7% of MHS students were ready, 30.4% were conditionally ready in math.	This data is unavailable for 2021	<p>For the school year ending in 2022:</p> <p>31.5% of 11th grade students at MHS were ready, and 28.9% were conditionally ready in ELA.</p> <p>12.2% of 11th grade students at MHS were ready, and 18.3% were conditionally ready in math.</p>	<p>For the school year ending in 2023:</p> <p>23.1% of 11th grade students were ready, and 34.6% were conditionally ready in ELA.</p> <p>13.6% of 11th grade students were ready, and 12.3% were conditionally ready in math.</p>	<p>80% of students will be ready or conditionally ready based on the EAP in ELA.</p> <p>60% of students will be ready or conditionally ready based on the EAP in Math.</p>
Enrollment in Advanced Placement (AP) classes and	AP Enrollment in 2021 is 10.3% AP Enrollment in 2020 is	AP Enrollment in 2021 is 10.3%. AP Pass rate in	AP enrollment in 2021-2022 was 28.3%. The AP pass rate in 2021-	AP enrollment in 2023-24 is 36%. AP pass rate in 2023-24 is	AP Enrollment is 20% and pass rate is 75%.

increase in pass rate on AP tests.	8.6%. AP Pass rate in 2020 is 63%	2021 is 46%	2022 was 47%.	50.4%	
Enrollment in Honors classes	Honors Enrollment in 2020-2021 is 895 students (32%). 2% are EL students. 47% are Low-Income. 2% are Homeless.	Honors Enrollment in 2021-2022 is 812 students (32%). 1.1% are EL students, 39.9% are Low-Income, and 1.9% are Homeless.	Honors enrollment in 2022-2023 was 884 students (33.92%). 1.5% were EL students, 39.0% were socioeconomically disadvantaged, and 1.4% were homeless and 0.3% were in foster care.	Honors enrollment in 2023-2024 is 32.3%. 0.4% are EL students, 49.0% are socioeconomically disadvantaged, 1.3% are homeless, and 1.2% are in foster care.	Increase the overall number of students in honors classes by 5%. Increase the number of EL students by 10%. Increase the number of Low-Income students by 5%. Increase the number of Homeless students by 5%.
Enrollment in CTE (Career Technical Education courses). Completion of CTE Pathways.	CTE Enrollment in 2020-2021 is 487 students. 3% are EL students. 55% are Low-Income. 3% are Homeless. 1% are Foster Youth. 10% of seniors in 2020 completed a CTE pathway.	CTE Enrollment in 2021-2022 is 517 (31.4%) students. 4.6% are EL students. 47.8% are Low-Income. 3.5% are Homeless. 0.4% are Foster Youth. 24% of seniors in 2021 completed a CTE pathway.	CTE enrollment in 2022-2023 is 472 (32%). 3.8% are EL students. 47.0% are low income. 3.2% are homeless. 0.4% are foster youth. 30.9% completed a CTE pathway.	CTE enrollment in 2023-24 is 26.9%. 4.8% are EL students 64% are socioeconomically disadvantaged 3.4% are homeless 3.4% are in foster care 18% completed a CTE pathway	Increase the overall number of students in CTE courses by 5%. Increase the number of EL students by 10%. Increase the number of Low-Income students by 5%. Increase the number of Homeless students by 5%. Increase number of students who complete a CTE pathway by 10%.
Graduates with the State Seal of Biliteracy.	13.2% of graduating seniors in 2020 received the State Seal of Biliteracy.	14.6% of graduating seniors in 2021 received the State Seal of Biliteracy.	15.8% of graduating senior earned the California State Seal of Biliteracy in the 2022-23 school year.	20.8% of graduating seniors earned the California State Seal of Biliteracy for the 2023-24 school year.	Increase number of graduates with the State Seal of Biliteracy by 5%.
Students enrolled in and completing a college course.	1% of graduates in 2020 completed a college course.	2% of graduates in 2021 completed a college course. During the 2021-22 school year, 43.2% of graduates completed a college course.	During the 2022-23 school year, 48.1% of graduates completed a college course.	During the 2023-24 school year, 49.3% of graduates completed a college course.	Increase the number of students who complete a college course to 20% of the graduates.
High School Graduation Rate	The 2020-21 four-year cohort graduation rate was 96.7%.	The 2021-22 four-year cohort graduation rate was 97.7%.	We are awaiting results for the 2022-23 four-year cohort graduation rate.	The 2022-2023 four-year cohort graduation rate was 94.3%.	100% four-year cohort graduation rate.

## Goal Analysis

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



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

Successes:

Students were provided with open access to all higher level courses. AP exam fees were covered for all students, removing potential barriers to access (Action 2). Counselors and teachers provided students with access to rigorous courses of study (Action 1). Students at the middle and high schools were provided with opportunities to participate in AVID programs. Free tutoring was offered for all students, with an emphasis on supporting students who are English learners, low income, or in foster care (Action 3).

Challenges:

Due to staffing challenges, tutoring opportunities were more limited than expected.

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.

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

The indicators for college and career readiness were mixed. The percentage of MUSD graduates who completed A-G requirements or a CTE pathway decreased from 61% (2023) to 54% (2024). The EAP Readiness in math and ELA increased in some areas and decreased in others. Enrollment in CTE courses decreased from 32% in 2022-23 to 27% in 2023-24. The percentage of graduating seniors earning the California State Seal of Biliteracy increased from 15.8% in 2022-23 to 20.8% in 2023-24. The percentage of high school graduates completing a college course increased from 48.1% in 2022-23 to 49.3% in 2023-24. Action 3 contributed to these results.

Enrollment in AP courses increased and the AP exam pass rate increased as well. Enrollment in honors courses decreased from 34% in 2022-23 to 32% in 2023-24. Actions 1 and 2 contributed to these results.

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

We will continue to refine our CTE pathways and coordinate the master schedule priorities to increase student access, participation, and completion of the program.

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

# Goal

Goal #	Description
7	<p>Interventions</p> <p>By 2024, increase the DF3 for ELA and mathematics by 15 points.</p> <p>By 2024, increase percent proficient in ELA and mathematics to 80%.</p> <p>By 2024, decrease/maintain middle and high school dropout rates at 0%.</p>

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-2024
Reading Inventory (RI) Grades 2-8 Percent Proficient.	<p>RI: 2021</p> <p>2nd grade: 50% Proficient</p> <p>3rd grade: 57% Proficient</p> <p>4th grade: 51% Proficient</p> <p>5th grade: 56% Proficient</p> <p>6th grade: 52% Proficient</p> <p>7th grade: 55% Proficient</p> <p>8th grade: 48% Proficient</p>	<p>RI: 2022</p> <p>2nd grade: 37% Proficient</p> <p>3rd grade: 52% Proficient</p> <p>4th grade: 50% Proficient</p> <p>5th grade: 53% Proficient</p> <p>6th grade: 47% Proficient</p> <p>7th grade: 56% Proficient</p> <p>8th grade: 59% Proficient</p>	<p>i-Ready: Spring 2023</p> <p>2nd grade: 56% Proficient</p> <p>3rd grade: 51% Proficient</p> <p>4th grade: 49% Proficient</p> <p>5th grade: 37% Proficient</p> <p>6th grade: Not enough available data</p> <p>7th grade: Not enough available data</p> <p>8th grade: Not enough available data</p>	<p>i-Ready Reading: 2023-2024</p> <p>Mid-Year Results:</p> <p>K: 65%</p> <p>1st: 42%</p> <p>2nd: 41%</p> <p>3rd: 51%</p> <p>4th: 40%</p> <p>5th: 42%</p> <p>6th: 40%</p> <p>7th: 38%</p> <p>8th: 47%</p>	<p>RI: 5% Increase in grade level scores and cohort scores.</p>
Math Inventory (MI) Grades 4-8 Percent Proficient.	<p>MI: 2021</p> <p>4th grade: 23% Proficient</p> <p>5th grade: 25% Proficient</p> <p>6th grade: 34% Proficient</p> <p>7th grade: 35% Proficient</p> <p>8th grade: 27% Proficient</p>	<p>MI: 2022</p> <p>4th grade: 17% Proficient</p> <p>5th grade: 23% Proficient</p> <p>6th grade: 24% Proficient</p> <p>7th grade: 26% Proficient</p> <p>8th grade: 22% Proficient</p>	<p>i-Ready Math: Spring 2023</p> <p>2nd grade: 44% Proficient</p> <p>3rd grade: 38% Proficient</p> <p>4th grade: 51% Proficient</p> <p>5th grade: 46% Proficient</p> <p>6th grade: Not sufficient data</p> <p>7th grade: Insufficient data</p> <p>8th grade: Insufficient data</p>	<p>i-Ready Math: Mid-year 2023-2024</p> <p>K: 49%</p> <p>1st: 30%</p> <p>2nd: 28%</p> <p>3rd: 30%</p> <p>4th: 38%</p> <p>5th: 38%</p> <p>6th: 42%</p> <p>7th: 30%</p> <p>8th: 29%</p>	<p>MI: 5% Increase in grade level scores and cohort scores.</p>
ELA SBAC Grades 3-8 and 11 Distance from Standard (DFS) and Dashboard Indicator	<p>ELA SBAC: (2019)17.2 Points ABOVE standard</p> <p>Increase 4.5 points</p> <p>GREEN</p>	<p>ELA SBAC: (2021) 48.6% Met or above standard.</p> <p>Dashboard Indicator not available for 2021</p>	<p>ELA SBAC: (2022) 53.75% Met or exceeded standard. 6.4 points above the standard (DFS).</p>	<p>ELA SBAC: (2023) 52.14% met or exceeded the standard; 0.4 points above the standard (DFS).</p>	<p>ELA SBAC: 5 point increase in distance ABOVE Standard BLUE Indicator.</p>

Math SBAC Grades 3-8 and 11 Distance from Standard (DF3) and Dashboard Indicator.	Math SBAC: (2019) 24 Points BELOW standard Increase 5 points GREEN.	Math SBAC: (2021) 39.61% Met or above standard. Dashboard Indicator not available for 2021.	Math SBAC: (2022) 39.25% met or exceeded the standard. 39 points below the standard (DFS).	Math SBAC: (2023) 38.92% met or exceeded the standard. 38 points below the standard (DFS).	Math SBAC: 5 Point Increase towards standard GREEN Indicator.
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## Goal Analysis

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

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

### Successes:

- Students who were performing below grade level were provided opportunities for intervention both during the school day and while at home (Action 1).
- All students in grades K-8 were provided with personalized intervention through i-Ready Reading and i-Ready Math (Action 1).
- Summer school intervention was offered to all students who were below grade level in grades K-8 for both ELA and Math (Actions 2 & 3).
- High school credit recovery courses were offered in the summer to ensure students meet graduation and A-G requirements (Action 3).
- All summer school programs are provided free-of-charge (Actions 2 & 3).
- Counseling and intervention were provided by the Wellness Center at Monrovia High School (Action 4).

### Challenges:

- The demand for in-person intervention programs exceeded our capacity to provide services due to limited staff availability.

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

Actions 2 & 3: Since the summer school expenses were paid almost entirely using ESSER funds, the amount of S&C funds was substantially less than what was budgeted.

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

Action 1: (i-Ready Reading and Math) increased our students' access to intervention and acceleration. All students had opportunities to receive personalized support in ELA and Math, as well as opportunities to accelerate their learning. The i-Ready diagnostic assessments provided detailed feedback about students' areas of strength and gaps in learning. This led to meaningful gains in learning and achievement for students in grades K-8. We made significant progress in 3rd grade reading achievement (from 51% proficient in 2022-23 to 58% proficient in 2023-24). We also made substantial progress in 3rd grade math. Proficiency in 3rd grade math grew from 38% to 47%. Scores on the SBAC ELA and Math did not significantly improve in 2023. We are awaiting results for the 2024 SBAC, and anticipate incremental growth in both ELA and Math (based on students' progress on i-Ready).

Actions 2 & 3: We have planned a 20-day summer school program for students in grades 1-8, focusing on providing academic support in ELA and math. All students who were performing below grade level were eligible to enroll in this free program. We anticipate that this program will support improved academic achievement in both ELA and math in the coming years.

Action 4: Students at Monrovia High School had access to the Wellness Center to support their social-emotional well-being. The Wellness Center was supported by a social worker and a team of counselors. Students' social-emotional well-being continues to be an area of need.

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

Due to the success of the i-Ready programs, we will be renewing our contract for both Reading and Math supports. If funds are available, we hope to provide a summer school program in 2025 to support the academic achievement of students who are performing below grade level. We will continue to provide social-emotional support through the Wellness Center in the 2024-25 school year.

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

# Goal

Goal #	Description
8	<p>Provide a program, including curriculum and instruction, to address the literacy needs of all third grade students in all subject areas so that all third grade students meet minimum proficiency levels by June 2024.</p> <p>Third Grade Literacy</p> <p>Students will demonstrate proficiency in grade-level literacy with second, third, fourth and fifth grades.</p> <p>By the end of second grade, 80% or more of the students will meet reading targets. The percentage of each applicable student subgroup meeting targets will increase by at least 5 percentage points each year.</p> <p>By the end of third grade, 80% or more of the students will meet reading targets. The percentage of each applicable student subgroup meeting targets will increase by at least 5 percentage points each year.</p> <p>By the end of fourth grade, 80% or more of the students will meet reading targets. The percentage of each applicable student subgroup meeting targets will increase by at least 5 percentage points each year.</p> <p>By the end of grades 5th, students meeting reading targets will increase by 5 percent.</p>

# Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-2024
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Reading Inventory (RI) Grades 2-8 Percent Proficient	RI: 2021 2nd grade: 50% Proficient 3rd grade: 57% Proficient  4th grade: 51% Proficient 5th grade: 56% Proficient 6th grade: 52% Proficient 7th grade: 55% Proficient 8th grade: 48% Proficient	RI: 2022 2nd grade: 37% Proficient 3rd grade: 52% Proficient 4th grade: 50% Proficient 5th grade: 53% Proficient 6th grade: 47% Proficient 7th grade: 56% Proficient 8th grade: 59% Proficient	i-Ready: Spring 2023 2nd grade: 56% Proficient 3rd grade: 51% Proficient 4th grade: 49% Proficient 5th grade: 37% Proficient 6th grade: Not enough available data 7th grade: Not enough available data 8th grade: Not enough available data	i-Ready Reading: 2023-2024 mid-year results: K: 65% proficient 1st: 42% proficient 2nd: 41% proficient 3rd: 51% proficient 4th: 40% proficient 5th: 42% proficient 6th: 40% proficient 7th: 38% proficient 8th: 47% proficient	RI: 5% Increase in grade level scores and cohort scores.
ELA SBAC Grades 3-8 and 11 Distance from Standard (DFS) and Dashboard Indicator	ELA SBAC: (2019) 17.2 Points ABOVE standard Increase 4.5 points GREEN	ELA SBAC: (2021) 48.6% Met or above standard. Dashboard Indicator not available for 2021	ELA SBAC: (2022) 53.75% Met or exceeded standard. 6.4 points above the standard (DFS).	ELA SBAC: (2023) 52.14% met or exceeded the standard. 0.4 points above the standard (DFS).	ELA SBAC: 5 point increase in distance ABOVE Standard BLUE Indicator.

## ***Goal Analysis***

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

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

#### Successes:

Action 1: At each of the elementary schools, Interventionists provided instructional support for students who were performing below grade level, with an emphasis on supporting unduplicated students. In the spring, we were able to hire Intervention Aides at three of the elementary sites to augment the intervention program. We also hired college student tutors for English learners at two of the elementary sites.

We renewed our contract for the language assessment tool (AAPPL) which was purchased to improve teachers' ability to support students' language development and provide parents with detailed information about their child's progress and how to support their learning.

We utilized funds to pay for a portion of our dual language immersion teachers. Both the Spanish and Mandarin dual language programs expanded during the 2023-24 school year. Students in these programs performed at high levels, and interest in these programs remains strong.

#### Challenges:

Staffing challenges have made it difficult to hire Intervention Aides for every elementary school.

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

Action 1: Due to staffing challenges, the Estimated Actual Expenditure was significantly less than the Budgeted Expenditure. We have been unable to recruit and hire Intervention Aides for every elementary school.

Action 2: Due to increased interest in dual immersion programs, we significantly increased our contribution to supporting dual language teachers.

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

Action #1 (Interventionists) provided elementary students with access to targeted intervention services. Interventionists also worked closely with teachers and administrators to ensure that struggling students received effective support and progress monitoring. This action led to meaningful gains in learning and achievement for

students in grades K-5. We made significant progress in 3rd grade reading achievement (from 37% proficient in 2021-22 to 58% proficient in 2023-24), and in 3rd grade math achievement (from 39% proficient in 2022-23 to 47% proficient in 2023-24). Student performance on the SBAC ELA and Math were largely stagnant in 2023. Based on local assessments, we anticipate incremental growth on the SBAC ELA and Math in 2024.

Action 2: Students in dual language immersion continued to achieve at high levels, outperforming the national sample on the AAPPL (Spanish and Mandarin), and reaching high levels of proficiency on the 2023 SBAC ELA.

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

A large portion of our students continue to struggle academically, and intervention programs will remain a high priority in our next LCAP. We will look for ways to increase, improve, and expand interventions for our unduplicated students. We will recruit and higher Intervention Aides and College EL Tutors to provide more support for students, with an emphasis on our English learners. We plan on expanding intervention programs to our middle schools as well.

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

## Goal

Goal #	Description
9	Improvement in grade-level math performance. Students will demonstrate proficiency in grade-level mathematics with third grade through eighth grade. 80% or more of the students will meet math targets. Increase the number of students who score Proficient or above in grade level mathematics on Smarter Balanced assessment by at least 5 percentage points each year.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-2024
Math Inventory (MI) Grades 4-8 Percent Proficient	MI: 2021 4th grade: 23% Proficient 5th grade: 25% Proficient 6th grade: 34% Proficient 7th grade: 35% Proficient 8th grade: 27% Proficient	MI: 2022 4th grade: 17% Proficient 5th grade: 23% Proficient 6th grade: 24% Proficient 7th grade: 26% Proficient 8th grade: 22% Proficient	i-Ready Math: Spring 2023 2nd grade: 44% Proficient 3rd grade: 38% Proficient 4th grade: 51% Proficient 5th grade: 46% Proficient 6th grade: Not sufficient data 7th grade: Insufficient data 8th grade: Insufficient data	i-Ready Math: 2023-2024 end-of-year results: K: 71% proficient 1st: 54% proficient 2nd: 46% proficient 3rd: 45% proficient 4th: 53% proficient 5th: 55% proficient 6th: 42% proficient (Mid-Year Diagnostic) 7th: 30% proficient (Mid-Year Diagnostic) 8th: 29% proficient (Mid-Year Diagnostic)	MI: 5% Increase in grade level scores and cohort scores.
Math SBAC Grades 3-8 and 11 Distance from Standard (DF3) and Dashboard Indicator.	Math SBAC: (2019) 24 Points BELOW standard Increase 5 points GREEN.	Math SBAC: (2021) 39.61% Met or above standard. Dashboard Indicator not available for 2021.	Math SBAC: (2022) 39.25% met or exceeded the standard. 39 points below the standard (DFS).	Math SBAC (2023) 38.92% met or exceeded the standard; 38 points below the standard (DFS).	Math SBAC: 5 Point Increase towards standard GREEN Indicator.

# Goal Analysis

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

A description of any substantive differences in planned actions and actual implementation of these actions.
Successes: All elementary teachers participated in 3 days of math professional development that deepened their understanding of math standards and concepts, as well as the newly adopted California Mathematics Framework. Teachers learned instructional approaches that build upon students' mathematical understanding, supports their learning, and increases their problem-solving, reasoning, and communication skills (Action 1).
Challenges: Some of the professional development for the secondary math teachers was postponed or canceled due to the unavailability of the math trainers.
An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.
There were no significant material differences between Budgeted Expenditures and Estimated Actual Expenditures.
An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.
Action #1 (Math Professional Development) led to meaningful shifts in math teaching and learning. Math proficiency increased in every elementary grade level except 4th (which stayed the same). Middle school scores are still pending, but we're anticipating improvements in 6th-8th as well.
A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.
We will continue providing math professional development for all elementary teachers, with an emphasis on applying strategies in the classroom. Teachers will participate in "Lab Days" where they collaborate, co-create, observe, reflect, analyze, and revise math lessons. We will expand math professional development opportunities for middle school math teachers.

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

## Goal

Goal #	Description
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10	<p>Student Engagement:</p> <p>Ensure every student has a clearly and readily accessible support system in school, and that all school sites are safe, welcoming and inclusive environments for students and their families, so that all students are in their classroom ready to learn.</p> <p>The number of middle and high school students who are suspended/expelled at least once will be reduced each year by at least 10% and the number of elementary school students referred to the office because of discipline will be reduced by 10% each year.</p>
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## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-2024
Suspension Rates	Data is skewed due to COVID school closures. 0% in 2020-2021.	The suspension rate for the 2021-2022 school year was 2.3%. (according to the CA Dashboard)	The suspension rate for the 2022-23 school year was 3.1%.	The suspension rate for the 2023-24 school year is 2.5%.	Decrease number of students suspended each year and decrease number of suspend-able offenses.
Number of expulsions.	0 expulsions in 2020-2021.	1 expulsion in 2021-2022.	0 expulsions in 2022-2023.	There number of expulsions in the 2023-24 school year is 5 (0.1%).	Keep the number of expulsions at 0.
California Healthy Kids Survey for safety and school connectedness.	Due to COVID the survey has not been given. 2022 will be the baseline.	Survey will be given this spring and data will be reported in the fall	On the 2022 California Healthy Kids Survey (CHKS), 52% of students responded that they felt connected to their school, and 57% of students responded that they felt "safe" or "very safe" at school.	The 2023 California Healthy Kids Survey (CHKS) yielded the following results: 67% of elementary students and 47% of secondary students felt connected to their school; 75% of elementary students and 43% of secondary students felt "safe" or "very safe" at school.	Increase percentage of students responding positively on focus questions by 5% and reduce the number of students who respond negatively by 5%
Attendance Rate.	No data due to school closures in 2019-2020 and Distance Learning combined with Hybrid Learning in 2020-2021.	2021-2022 Attendance rate is 92.0%	2022-2023 attendance rate is 92.0%.	2023-24 attendance rate is 94.0% (as of 5/16/24).	Continue to increase attendance with a goal of 98%.
Chronic Absenteeism	2019 California Dashboard is ORANGE at 11.4%.	2021-2022 chronic absenteeism was 29.4% according to the 2022 CA Dashboard.	The chronic absenteeism rate is 18.8% for the 2022-2023 school year.	The chronic absenteeism rate for the 2023-24 school year is 8.8% (as of 5/16/24).	Decrease by 5% and have a California Dashboard rating of BLUE.
Dropout Rate.	Middle School Dropouts in 2020-2021: 0 High School Dropouts in	Per CALPADS, January 2023: Middle School Dropouts in	As of 6-2-2023: Middle school dropouts in 2022-2023: 0	As of 5-27-24: Middle school dropouts in 2023-2024: 0	Middle School dropout rate remain at 0. High School dropout rate

	2020-2021: 4	2021-2022: 0 High School Dropouts in 2021-2022: 2	High school dropouts in 2022-2023: 0	High school dropouts in 2023-2024: 0	gets to 0.
Parent and family engagement survey.	No survey related to parent and family engagement was given in 2021 due to school closure. A survey will be given in the spring of 2022.	Most parents feel connected to the school. Most parents feel the school communicates well. Most parents feel the teachers do a good job reaching out to the families.	81% of parents responded that they felt "satisfied" or "very satisfied" with the opportunities to participate in their child's education. 69% of parents responded that MUSD provided clear, reliable, and consistent communication, and are provided opportunities to give input about their child's education. 65% of parents responded that MUSD maintains safe and clean campuses. 80% of parents responded that they were "satisfied" or "very satisfied" with the opportunities to participate in their child's education (connectedness).	79% of parents responded that they felt "satisfied" or "very satisfied" with MUSD's performance in providing supportive, inclusive, and student-centered school cultures. 77% of parents responded that MUSD provided clear, reliable, and consistent communication.	100% of parents and families had an opportunity to be involved with the school culture and activities. 100% of parents reached out to a teacher, counselor, and/or administrator and felt that the interaction was a positive one with desired results.
Teacher Survey to be given at the end of the school year.	There was no survey given due to school closures and the COVID situations at school sites.	Survey will be given out at the end of the year and results will be reported out in the fall	80% of teachers responded that they felt "satisfied" or "very satisfied" with the quality of instruction provided to students. 66% of teachers reported that they felt "satisfied" or "very satisfied" with the safety and cleanliness of their school sites. 74% of teachers and staff responded that they felt "satisfied" or "very satisfied" with the inclusive culture of their school (connectedness).	90% of teachers responded that they felt "satisfied" or "very satisfied" with the quality of instruction provided to students. 79% of teachers responded that they felt "satisfied" or "very satisfied" with the inclusive culture of their school (connectedness).	Teachers feel safe and supported at the school site. Teachers have the tools and knowledge to teach the students the curriculum they are asked to teach.

## ***Goal Analysis***

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

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

#### Successes:

All schools continued successful implementation of PBIS (Action 1).

The Director of Secondary Education provided oversight and support for the successful implementation of college, career, and CTE courses (Action 2).

Certificated staff members at all sites participated in "Capturing Kids Hearts," a training that supports the social-emotional well-being of students (Action 3).

Full time elementary counselors were provided at each of the elementary school sites. Two social workers continued to provide support for students and families across the district (Action 4).

We continued our partnership with the Monrovia Police Department, providing a School Resource Officer (SRO) who supported students and families throughout the district (Action 5).

#### Challenges:

Due to unexpected staffing challenges, applications for the next level of PBIS recognition was postponed until the 2024-2025 school year.

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

Due to salary bonuses and increases in "step and column," actual expenditures of salaries and benefits for our counseling and social work teams significantly exceeded our Budgeted Expenditures.

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

Actions 1, 3, and 5 contributed to more inclusive and engaging school cultures, reflected in improved attendance rates (from 92% to 94%), a dramatic decrease in chronic absenteeism (from 19% to 9%), and maintaining a high percentage of parents who reported feeling satisfied with the district's providing supportive, inclusive, and student-centered school cultures (79%).

Actions 2 and 4 provided significant support for the social-emotional well-being of students, reflected in a decrease in suspension rate (from 3.1% to 2.5%), and maintaining low rates of expulsion (0.1%) and dropouts (0%).

Action 5 contributed to

The suspension rate decreased from 3.1% in 2022-23 to 2.5% in 2023-24.

The expulsion rate remained relatively low, at 0.1%

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

We will continue to provide resources to support student engagement and social-emotional well-being. Given the disparity between students' perceptions in elementary and secondary schools, we will explore opportunities to improve students' sense of belonging and safety at the middle and high schools.

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

## Goal

Goal #	Description
11	<p>Continue to grow a Pre-K-12 college-going culture.</p> <p>By 2024, 100% of secondary students will have have a 6-year plan developed with the use of Naviance.</p> <p>By 2024, 100% of secondary counselors will have met with their students and parents more than once a year. By 2024, 100% of graduating foster students will have met the A - G requirements.</p> <p>By Spring 2024, 100% completion of district counseling meetings, agendas, minutes, and sign-in sheets once a month.</p>

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-2024
Student use of Naviance platform and students having a 4 or 6 year plan for school.	100% of students use Naviance. 100% of students have a 4-year plan.	100% of students use Naviance. 100% of students have a 4-year plan.	100% of students use Naviance. 100% of students have a 4-year plan.	100% of students use Naviance. 100% of students have a 4-year plan.	100% of students will use Naviance more often. 100% of students will have a 6-year plan.
A-G Completion Rates	61% of MHS graduates in 2020 completed the A-G requirements.	65.4% of MHS graduates in 2021 completed the A-G requirements.	<p>In the 2021-22 school year, 55.1% of MUSD graduates (MHS and COHS) completed the A-G requirements.</p> <p>In the 2022-23 school year, 52.9% of MUSD graduates completed the A-G requirements.</p>	In the 2023-24 school year, 45% of MUSD 12th graduates are expected to complete the A-G requirements (as of 5-27-24).	80% of MHS graduates will complete the A-G requirements.
EAP Readiness in Math and ELA.	32.6% of MHS 11th grade students were ready, 34.8% were conditionally ready in ELA. 17.7% of MHS students	This data is not available for 2021	31.5% of MHS 11th grade students were ready, and 28.9% were conditionally ready in ELA. 12.2% of MHS 11th grade	In the 2022-23 school year: 23.1% of MUSD 11th grade students were ready, and 34.6% were conditionally ready in ELA.	80% of students will be ready or conditionally ready based on the EAP in ELA. 60% of students will be ready or conditionally ready

	were ready, 30.4% were conditionally ready in math.		students were ready, and 18.3% were conditionally ready in math.	13.6% of MUSD 11th grade students were ready, and 12.3% were conditionally ready in math.  *2023-24 data is not expected to be available until August 2024.	based on the EAP in Math.
Enrollment in Advanced Placement (AP) classes and increase in pass rate on AP tests.	AP Enrollment in 2021 is 10.3% of the MHS population. AP Enrollment in 2020 is 8.6% of the MHS population. AP Pass rate in 2020 is 63%	AP Enrollment in 2022 is 27.7% of the MHS population. AP Enrollment in 2021 is 10.3% of the MHS population. AP Pass rate in 2021 is 46%	AP enrollment in the 2022-23 school year is 28.3% of the MHS population. AP pass rate (score of 3 or higher) was 11.3%.	AP enrollment in the 2023-24 school year is 35.9%. AP pass rate in 2023 (score of 3 or higher) was 50.4%	AP Enrollment is 20% of the MHS population and pass rate is 75%.

## Goal Analysis

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

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

### Successes:

All high school students used Naviance and created a 4-year plan (Action 1).

The Wellness Center Director provided oversight of the counseling program and ensured its effectiveness (Action 3).

The Director of Student Services monitored student enrollment patterns and provided support for unduplicated students to ensure their participation in key programs (Action 4).

All students in grades TK-5 were provided with arts instruction during the regular school day (Action 5).

The Director of Performing Arts oversaw the effective integration of the arts at each of the elementary school sites (Action 6).

CTE pathways were refined, providing increased opportunities for students (Action 7).

Educational Technology Specialists supported teachers and students to ensure access to technology programs that enhance learning and achievement (Action 8).

Assistant Principals at the comprehensive high school school and middle schools supported the effective implementation of the LCAP, with an emphasis on supporting students who are English learners, low income, or in foster care (Action 9).

New technology devices were purchased to ensure equity and access for all students, with an emphasis on supporting students who are English learners, low income, or in foster care (Action 10).

The Director of Technology supported the effective implementation of educational technology programs (Action 11).

The Director of Elementary Educational Services and support staff monitored the successful implementation of the LCAP, and ensured that resources were effectively provided for students who were English learners, low income, or in foster care (Action 12).

Challenges:

Implementation of the Arts integration program was limited due to staffing challenges (Action 5).

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

Action 2: All HS counselors attended UC/CSU workshops in the past. Although counselors did not participate in the professional development opportunity, they remained informed and received regular updates.

Action 7: Substantial grant funds were available to support the CTE Pathways making it unnecessary to utilize the funds identified in the LCAP.

Action 9: Salary increases accounted for a substantial difference in the actual expenditures compared to what had been budgeted.

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

High school students continued to utilize Naviance under the guidance of the counselors (Action 1).

The indicators for college and career readiness showed mixed results. The percentage of students who demonstrated EAP readiness in ELA and Math increased in some areas and decreased in others. Student enrollment in AP courses increased from 28.3% in 2022-23 to 35.9% in 2023-24. The AP exam pass rate increased dramatically, from 11.3% in 2022-23 to 50.4% in 2023-24. Actions that contributed to these results include: Action 2, Action 4, Action 7, Action 9, and Action 12.

Students maintained access to valuable resources in the Wellness Center (Action 3). All elementary students continued to receive arts instruction (Actions 5 and 6).

All students continued to be provided with a 1-to-1 technology device (Action 10) and had access to essential educational technology programs (Action 11).

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

We will explore opportunities to expand arts instruction utilizing funds from Proposition 28.

We continue to evaluate the most effective ways to support students and provide access to technology resources.

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

# Instructions

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

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

## Goals and Actions

### Goal(s)

#### Description:

Copy and paste verbatim from the 2023–24 LCAP.

### Measuring and Reporting Results

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

#### Metric:

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

#### Baseline:

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

#### Year 1 Outcome:

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

#### Year 2 Outcome:

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

#### Year 3 Outcome:

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

#### Desired Outcome for 2023–24:

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



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

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

## Goal Analysis

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

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

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

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

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

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

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. “Effectiveness” means the degree to which the actions were successful in producing the desired result and “ineffectiveness” means that the actions did not produce any significant or desired result.
  - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
  - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics

is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

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

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

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

California Department of Education  
November 2023

# Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Monrovia Unified	Greg Gero Director of Elementary Education	ggero@monroviaschools.net 6264712044

## Plan Summary 2024-2025

### General Information

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

The Monrovia Unified School District (MUSD) is located in the foothill community of Monrovia, a 137 year-old city in the northeast San Gabriel Valley. MUSD is comprised of an early learning center, five elementary schools, two middle schools, one comprehensive high school, two alternative schools, and one community adult school. By working actively and cooperatively as students, staff, parents, & community, the Monrovia Unified School District is committed to devoting its energy, resources, and support to provide academically rigorous educational programs that foster the maximum development of each student's potential in a challenging, safe, orderly, & positive learning environment, with quality staff and quality service. Our Board of Education and Superintendent share a vision for MUSD to be an exemplary school district by empowering all students to reach their highest potential through innovative, engaging, and personalized learning experiences. MUSD serves a diverse community of approximately 5,000 students. The ethnic population can be described as 63.3% Hispanic, 15.5% White, 8.1% Asian American, 4.5% African American, 2.4% Filipino, and 5.3% multiple ethnicities. 63% of our students are designated as socioeconomically disadvantaged, 11.0% were English-learners , 0.5% Foster Youth, and 2.4% Homeless.

### Reflections: Annual Performance

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

Successes:  
Our efforts to address the needs of our students has led to significant progress and a number of successes. Our chronic absenteeism rate has improved substantially, dropping from 24.5% in 2022-23 to a current level of under 10%. Five of the six schools that had been identified for Additional Targeted Support and Improvement (ATSI) in 2022-23 have met the criteria to exit that status. Student achievement in ELA and Math have were remained relatively stable based on the 2023 Dashboard; however, we have seen notable growth in achievement on local assessments (i-Ready) during the 2023-24 school year. Our suspension rates have remained at a low level, and graduation rates have remained above 94%.

Challenges:  
According to the 2023 California School Dashboard, our district has performed at the lowest performance level on the following state indicators:

Lowest performance level in English Language Arts achievement:

Bradoaks English learners  
MUSD Students with disabilities  
Monroe students with disabilities  
Wild Rose English learners  
Clifton students with disabilities

Lowest performance level in Mathematics achievement:

MUSD African American students  
Monroe students with disabilities  
MHS students with disabilities  
Santa Fe Hispanic students

Lowest performance level in Suspension Rate:

MUSD Foster students  
MUSD homeless students  
Santa Fe students with disabilities  
Santa Fe White students  
MHS homeless students

Lowest performance level for Chronic Absenteeism:

MUSD homeless students  
Bradoaks students with disabilities  
Bradoaks White students  
Mayflower English learners  
Monroe all students  
Monroe English learners  
Monroe low income students  
Monroe Hispanic students  
Wild Rose all students  
Wild Rose low income students  
Wild Rose students with disabilities  
Wild Rose Hispanic students

To address these challenges we are incorporating a number of targeted actions in the LCAP, including:

- Improving and increasing opportunities for academic intervention (Goal 1, Actions 5 & 9)
- Increasing and improving strategies to build students' sense of connection, engagement, and well-being (Goal 3, Actions 1, 2, 3, 4, 6, 9, & 10)
- Providing professional development for teachers and staff to refine instructional practices in ELA, math, and ELD (Goal 2, Actions 1, 2, & 3)
- Providing professional development for teachers and staff to foster stronger relationships with students and families (Goal 2, Actions 1 & 2)
- Expanding services (e.g., counseling) to support the social-emotional needs of students (Goal 3, Actions 3, 8, 9, & 10)

## Reflections: Technical Assistance

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

MUSD qualified for Differentiated Assistance (DA) due to the rates of chronic absenteeism and suspension for our homeless student group. To address these concerns, we

continue to consult with LACOE specialists, attend relevant workshops, and collaborate with neighboring districts. Our Student Services department continues to refine programs to better meet the needs of the homeless student group, including: improved outreach from our counselors and social workers; increased opportunities to connect and engage with families experiencing homelessness; improved communication to connect families with community resources.

## 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
Educational Services department met with all statutorily required educational partners. Teachers, classified staff, other certificated staff, certificated and classified union members, parents, students, principals and site administrators.	The process for Educational Partner Engagement occurred over the course of the academic year. Invitations were shared and scheduled from Sept – March. At meetings we reviewed data, shared outcomes and collected feedback from each group.
District Advisory Committee(DAC), District English Learner Advisory Committee (DELAC), SELPA	<p>From Sept – March. At meetings we reviewed data, shared outcomes and collected feedback from each group. The draft plan was presented to the Parent Advisory Committee (DAC) and the EL Parent Advisory committee (DELAC). Comments and questions submitted to the superintendent received written replies. A public hearing meeting was scheduled prior to the LCAP adoption date. The public was made aware of this meeting via the district website. The plan was adopted at a subsequent meeting where the annual budget and the local indicators were also adopted and shared. The Public Hearing was held on June 12, 2024. The LCAP Adoption occurred on June 26, 2024.</p> <p>District Advisory Committee (DAC) which is composed of parent representatives from each site representing students with disabilities, English Learners, and students eligible for free and reduced meals. The DAC also includes four student representatives and three community liaisons.</p>
Parents	Parents were invited to attend in-person and virtual LCAP information sessions which were offered both in the morning and evening, and offered in English and Spanish.
Students Students in grades 4-12	Students were given a survey to complete to provide feedback and input for the LCAP.

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

To engage educational partners in developing the LCAP, the Educational Services department met with all statutorily required educational partners. Meetings were advertised and scheduled at various times to increase participation and access. Groups that were consulted included:

Certificated and classified union members

Students in grades 4-12

Site and district administrators

District Advisory Committee (DAC) which is composed of parent representatives from each site representing students with disabilities, English Learners, and students eligible for free and reduced meals. The DAC also includes four student representatives and three community liaisons.

District English Learner Advisory Committee (DELAC)

SELPA

The DAC, which serves as our Parent Advisory Committee, submitted questions for the superintendent, and the superintendent responded to the questions in writing.

An LCAP Input survey was sent to all MUSD staff, families, and students in grades 4-12. Multiple messages were sent to encourage participation in the survey, and it remained open for 3 weeks.

Parents were invited to attend in-person and virtual LCAP information sessions which were offered both in the morning and evening, and offered in English and Spanish.

The process for Educational Partner Engagement occurred over the course of the academic year. Invitations were shared and scheduled from Sept – March. At meetings we reviewed data, shared outcomes and collected feedback from each group. The draft plan was presented to the Parent Advisory Committee and the EL Parent Advisory committees. At this meeting all comments and questions would receive written replies from the superintendent. A

public hearing meeting was scheduled prior to the LCAP adoption date. The public was made aware of this meeting via the district website. The plan was adopted at a subsequent meeting where the annual budget and the local indicators were also adopted and shared.

The Public Hearing was held on June 12, 2024. The LCAP Adoption occurred on June 26, 2024.

Feedback from our educational partners was provided both in our LCAP development meetings and through the LCAP development survey. Key themes emerged from specific educational partners, including the following:

Parents placed the highest priority on providing social emotional support, academic support and intervention for their students. Staff members also ranked academic support among the highest priorities, and placed the greatest emphasis on providing support for students' social-emotional health and safety.

Based on feedback from our educational partners, the following will be included in our LCAP:

- Expansion of intervention programs at elementary and middle school sites
- Continued support for personalized learning programs (e.g., i-Ready)
- Continued counseling support at all school sites
- Continued support provided by our social workers
- Expansion of support for CTE and college readiness at the secondary school sites

## Goals and Actions



# Goal

Goal #	Description	Type of Goal
1	College, Career, and Life Prepared Graduates	Broad Goal

State priorities address by this goal.

1, 2, 4, 7, 8
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An explanation of why the LEA has developed this goal.

<p>This goal aligns with the MUSD Strategic Plan and focuses on closing achievement gaps, raising academic achievement levels, and fully preparing students for success in the college and career of their choice.</p> <p>Progress towards meeting this goal will be measured using the following metrics:</p> <p>CA Dashboard Local Indicator #2</p> <p>Williams' Textbook Sufficiency Reports</p> <p>Student achievement on CAASPP ELA and Math</p> <p>Student achievement on the CAST</p> <p>A-G Completion rates</p> <p>CTE Pathway completion</p> <p>English Language Progress Indicator (ELPI)</p> <p>English learner reclassification rate</p> <p>AP Exam passage rate</p> <p>Early Assessment Program readiness rate (EAP)</p>
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## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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1	Implementation of State Standards: Implementation of the academic content and performance standards adopted by the state board as measured by the CA Dashboard Local Indicator for Implementing State Academic Standards (State Priority 2).	Achieved "Standard Met" on the 2023 CA Dashboard Local Indicator for Implementation of Academic Standards.			Maintain status of "Standard Met" on the CA Dashboard Local Indicator for Implementation of Academic Standards.	
2	Access to standards-aligned instructional materials as measured by the Williams' Textbook Sufficiency Report.	All students received sufficient textbooks and instructional materials as measured by the 2023 Resolution on Sufficiency of Instructional Materials.			All students receive sufficient textbooks and instructional materials as measured by the annual Resolution on Sufficiency of Instructional Materials.	
3	CAASPP ELA and Math (State Priority 4).	2023 CAASPP ELA: 52.1% of students met or exceeded the standard; 0.4 points above the standard (DFS). 2023 CAASPP Math: 38.9% of students met or exceeded the standard; 38 points below the standard.			ELA SBAC: 60% of students meet or exceed the standard. Math SBAC: 50% of students meet or exceed the standard.	

4	California Science Test (State Priority 4).	2023 California Science Test (CAST): 36.7% of students met or exceeded the standard.			California Science Test (CAST): 50% of students meet or exceed the standard.	
5	A-G Completion: The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University (State Priority 4).	12th grade students in the 2023-24 school year completed A-G requirements at the following rates: UC A-G: 186/413 = 45.04% CSU A-G: 188/413 = 45.52%			12th grade students complete A-G requirements at the following rates: UC A-G: 75% CSU A-G: 75%	
6	CTE Pathway Completion: the percentage of pupils who have successfully completed courses that satisfy the requirements for CTE sequences or programs of study that align with state board-approved CTE standards and frameworks (State Priority 4).	12th grade students in the 2023-24 school year completed CTE Pathways at the following rates: 12th grade students completing CTE pathways: 75/413 = 18.16% (data from Aeries/CALPADS)			12th grade students complete CTE Pathways at the following rate: 50%	

7	Both CTE & A-G Completion: The percentage of pupils who have successfully completed both types of courses (State Priority 4).	12th grade students in the 2023-24 school year successfully completed both CTE and A-G requirements at the following rate: 223/413 = 54% (data from Aeries)			12th grade students successfully complete both CTE and A-G requirements at the following rate: 75%	
8	Percentage of English Learners who made progress toward English Proficiency as measured by the ELPAC (State Priority 4).	50% of English learners made progress toward English language proficiency according to the 2023 English Learner Progress Indicator (ELPI).			60% of English Learners make progress towards English language proficiency as measured by the CA Dashboard English Learner Progress Indicator (ELPI).	
9	English learner reclassification rate.	In the 2022-2023 school year, the English learner reclassification rate was 12%. (data from Aeries/CALPADS)			Increase the English learner reclassification rate to 15% or higher.	
10	AP Exam passage rate	The AP passage rate in 2023 was 50.42%. (data from College Board)			AP passage rate of 55%.	
11	Early Assessment Program (EAP)- Percentage of pupils who demonstrate college preparedness.	2022-2023 MUSD 11th graders' EAP Readiness: ELA: 23.12% students were ready; 34.55% students were conditionally ready. Math: 13.58% students were ready; 12.27% students conditionally ready.			EAP Readiness Rates: ELA: 50% students ready; 75% of students conditionally ready Math: 40% of students ready; 30% of students conditionally ready	

## Goal Analysis for 2024-2025

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

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

Not Applicable

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

Not Applicable

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

Not Applicable

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

Not Applicable

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

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Early Literacy Targeted Support	Support lower class size ratios at the primary grades to provide more personalized support for students to develop strong foundations in literacy and numeracy. This action will emphasize support for English learners, low income students, and students in foster care, and aligns with State Priority 4 (Pupil Achievement).	\$1,750,000.00	Yes
2	Data-Driven Systems	Fund educational Data Specialist to collect, organize, and analyze data, and to prepare reports for effective monitoring of progress towards LCAP goals, including student achievement. This action places an emphasis on the progress of English learners, low income students, and students in foster care, and aligns with State Priority 4 (Pupil Achievement).	\$100,000.00	Yes
3	Supplemental Instruction	This action provides school sites with funds to provide intervention, supplemental programs and materials, and professional development to meet the goals of the LCAP. This action places an emphasis on improving the academic achievement of students who are English learners, low income students, and students in foster care.	\$1,000,000.00	Yes
4	AP Summer Institute	This action provides support to ensure students have open access to higher level courses. Counselors and teachers will continue to advise and encourage students to participate in rigorous	\$2,000.00	Yes

		courses of study. Counselors will specifically encourage students who are English learners, low income, and students in foster care.		
5	Differentiated Instruction and Progress Monitoring (i-Ready)	This action provides personalized support in ELA and math for students in grades K-8 through the use of the i-Ready program and diagnostic assessments. This action also includes the purchase of headsets which are essential for effective participation in the i-Ready program. This action will place an emphasis on supporting English learners, low income students, and students in foster care.	\$160,000.00	Yes
6	Instructional Delivery and Support Systems	This action provides an executive director to oversee all elementary and secondary education. The Director and support staff implement and monitor CTE, and college and career pathways for all students, and design and develop programs to support students, teachers, and counselors with a focus on providing access to English learners, low income students, and students in foster care. The executive director monitors and implements the LCAP, and supports the elementary school sites in improving the academic achievement of students. This action places an emphasis on supporting the academic achievement of English learners, low income students, and students in foster care.	\$450,000.00	Yes
7	Technology: Access and Equity	This action supports the purchase of technology devices to help close the digital divide between unduplicated students and other student populations, and ensures that all students are assigned a laptop and have access to core and supplemental instructional programs. This action also provides funds to purchase wi-fi hotspots for families that do not have internet access at home. This action is particularly important for low income students who may not otherwise have access to a laptop and wi-fi at home.	\$560,000.00	Yes
8	Interventionists	This action provides funds to pay for 50% of elementary and middle school interventionists at each of the five elementary schools and the two middle schools. This action supports the implementation of targeted intervention for students who are struggling academically in ELA and/or math. This action also provides funds to pay for 50% of the intervention aides. The intervention programs provide critical support for our English learners, low income students, and students in foster care.	\$525,000.00	Yes
9	Naviance	This action provides funds to maintain the implementation of Naviance, a college/career counseling program that includes strategies for identifying, intervening, and monitoring students with varying academic pathways. The action provides essential support for students who are English learners, low income, or in foster care.	\$30,000.00	Yes
10	CTE Pathways	This action supports the development of Career Technical Education (CTE) pathways at the comprehensive high school to ensure that students have access to programs that include certifications to prepare for immediate entry into the workforce. The action provides crucial support for our students who are English learners, low income, and in foster care, who might not otherwise have access to these opportunities.	\$50,000.00	Yes

# Goal

Goal #	Description	Type of Goal
2	Exemplary Educators	Focus Goal
State priorities address by this goal.		
4, 2, 5, 1		
An explanation of why the LEA has developed this goal.		
This goal aligns with the MUSD Strategic Plan and focuses on the continuous improvement of our teachers and staff, the development of instructional expertise, and the refinement of instructional practices. Progress towards meeting this goal will be measured using the following metric: Teacher Assignment Monitoring Outcomes (TAMO)		

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Teacher Assignment Monitoring Outcomes (TAMO): Teachers are appropriately assigned and fully credentialed in the subject areas, and, for the pupils they are teaching (State Priority 1).	According to the most recently reported TAMO (2021-22), 84.2% of teachers received a status of "Clear."			At least 90% of teachers receive a status of "Clear" on the TAMO.	

## Goal Analysis for 2024-2025

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

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

Not Applicable

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

Not Applicable

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

Not Applicable

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

Not Applicable

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

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Supplemental Support Services	This action provides funds for the district to support students, teachers, instructional coaches, and administrators with targeted professional development, supplemental materials, and supplemental programs to improve the quality of teaching and learning in our educational program. The action places an emphasis on promoting the professional growth of teachers, and refining instructional practices to support students who are English learners, low income, or in foster care.	\$500,000.00	Yes
2	Professional Development	This action provides funds for four days of professional development for all teachers as part of the annual contractual calendar. The professional development focuses on refining instructional practices to improve the academic achievement of students who are English learners, Long-Term English Learners (LTELs), low income, or in foster care.	\$800,000.00	Yes
3	Instructional Coaches	This action provides funds for eight teachers who will be on special assignment to provide support at all school sites in ELA, math, and ELD. The instructional coaches will focus on promoting the professional growth of teachers, and work closely with site administrators to determine site-specific areas of concern. This action focuses on improving the academic achievement of students who are English learners, low income, or in foster care.	\$1,500,000.00	Yes





# Goal

Goal #	Description	Type of Goal
3	Supportive, Inclusive, and Student-Centered School Cultures	Broad Goal

State priorities address by this goal.

5, 6
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An explanation of why the LEA has developed this goal.

<p>This goal aligns with the MUSD Strategic Plan and focuses on creating and maintaining school communities that provide positive, supportive, and caring relationships with students. This goal also emphasizes school cultures that foster students' curiosity and passions, within a welcoming and engaging school environment. Progress towards meeting this goal will be measured using the following metrics:</p> <p>Facility Inspection Tool (FIT);</p> <p>Attendance rate;</p> <p>Chronic absenteeism rate;</p> <p>Middle and high school dropout rates;</p> <p>High school graduation rate;</p> <p>Suspension and expulsion rates;</p> <p>California Healthy Kids Survey (CHKS) perceptions of school safety and connectedness;</p> <p>CA Dashboard Local Indicator 7;</p> <p>State Seal of Biliteracy rate;</p> <p>College course completion rate.</p>
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## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Facilities in "Good" Repair as measured by Facility Inspection Tool (FIT) (State Priority 1).	All schools received a FIT rating of "Good" in the 2023-24 school year.			All schools receive a FIT rating of "Good."	

2	Pupil engagement as measured by school attendance rate and chronic absenteeism rates.	The attendance rate for the 2023-24 school year (as of 5/16/24) is 94.0%. The chronic absenteeism rate for the 2023-24 school year (as of 5/16/24) is 8.8%. (data from Aeries/CALPADS)			Achieve attendance rate of at least 95%. Maintain a chronic absenteeism rate below 10%.	
3	Middle school and high school dropout rates.	There were no reported dropouts in the 2023-24 school year for students in middle or high school (as of 5/16/24).			Maintain zero dropouts in middle and high school.	
4	High school graduation rate.	The graduation rate for the 2023-24 school year is 98.55% (407/413). (data from Aeries/CALPADS)			Maintain a graduation rate of at least 98%.	
5	School climate as measured by suspension and expulsion rates.	In the 2023-24 school year, the suspension rate was 2.52% and the expulsion rate was 0.10%. (data from Aeries/CALPADS)			Maintain a suspension rate of 2.5% or lower. Maintain an expulsion rate of 0.1% or lower.	
6	Student perception of school safety and connectedness as measured by the CA Dashboard Local Indicator.	According to the 2023 California Healthy Kids Survey: Elementary: 67% felt connected, 75% felt safe Secondary: 47% felt connected, 43% felt safe			As measured by the CHKS: 75% of elementary students feel connected to their school, and 80% feel safe. 60% of secondary students feel connected to their school, and 55% feel safe.	

7	Access to and enrollment in a broad course of study as measured by the CA Dashboard Local Indicator.	According to the 2023 CA Dashboard Local Indicator, "Access to a Broad Course of Study," students were determined to have access to, and are enrolled in, a broad course of study. This standard was met.			Continue to meet the standard of the Local Indicator, "Access to a Broad Course of Study," on the CA Dashboard.	
8	Other pupil outcomes- State Seal of Biliteracy and College credit courses completed.	In the 2023-24 school year, 20.8% of MHS graduates earned the State Seal of Biliteracy, and 49.3% of MHS graduates completed a college course.			Maintain a level of at least 20% of MHS graduates earning the State Seal of Biliteracy. Maintain a level of at least 50% of MHS graduates completing a college course.	

## Goal Analysis for 2024-2025

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

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

Not Applicable

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

Not Applicable

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

Not Applicable

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

Not Applicable

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

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Arts Integration and Staff	This action provides support for incorporating visual and performing arts into the educational program. The action increases and improves the school experience of our English learners, low income students, and students in foster care, by providing supportive, inclusive, and engaging learning experiences.	\$180,000.00	Yes
2	Dual Immersion	This action provides support for our Spanish and Mandarin dual immersion programs by paying 45% of dual immersion teacher salaries. The action will also support the purchase of supplemental materials, professional development, and conference attendance. This action supports the success of English learners (particularly those whose home language is Spanish or Mandarin) and low income students.	\$1,750,000.00	Yes
3	Counselors and Social Workers	This action supports the counseling programs by providing support for students who are chronically absent, or exhibit behavioral and social-emotional challenges. Additionally, students who are English learners, low income, or in foster care will receive guidance to ensure they are enrolled in the appropriate courses for the school year. Funds are likely to be provided through the Learning Recovery Emergency Block Grant (LREBG).	\$1,225,000.00	Yes
4	Student Wellness and Engagement	This action provides 40% of the salary for the Director of Student Services and the clerical support who oversee and monitor course offerings, enrollment, social-emotional well-being, and 504 plans. This action provides additional nursing support at sites to promote the health and wellbeing of all students, with an emphasis on students who are low income or in foster care. This action helps to ensure that English learners, low income students, and students in foster care receive essential support and are provided with the resources that will help them to succeed.	\$271,000.00	Yes
5	At Promise Student Monitoring	This action provides assistant principals at the secondary schools, who provide direct support for students who are English learners, low income, or in foster care. Assistant principals support the academic and social-emotional well-being of students, oversee the implementation of LCAP goals and actions, and foster inclusive and engaging school cultures.	\$525,000.00	Yes
6	NGSS Support	This action provides supplemental programming to support students' mastery of the Next Generation Science Standards (NGSS). In particular, this action supports the expansion of the hands-on garden science program, which particularly benefits our students who are English learners, low income, or in foster care.	\$105,000.00	Yes
7	AP Testing Support	This action pays for the Advanced Placement (AP) exams for high school students. The action provides particular benefit for students who are English learners, low income, or in foster care who might otherwise not have access to the AP exams due to their cost.	\$85,000.00	Yes
8	AVID Program and Tutoring	This action provides support for the implementation of the AVID program at the middle and high schools, and free tutoring for academic support. The AVID program and AVID tutoring provide	\$150,000.00	Yes

		particular benefits for our students who are English learners, low income, or in foster care.		
9	School Climate and Culture, PBIS	This action supports programs to improve the climate and culture of our schools. In particular, this action provides funding for continued implementation and development of our PBIS programs and the Monrovia Elementary Olympics. These programs provide valuable opportunities for students to build stronger connections within their schools, as well as across schools within our district. The action provides particular benefits for our students who are English learners, low income, or in foster care, who are more likely to experience a decreased sense of belonging to their school and with their classmates.	\$40,000.00	Yes
10	Wellness Center and Programs	This action provides funding for a Wellness Center Coordinator at Monrovia High School, who will oversee and monitor interventions to support the social-emotional well-being of students. The Coordinator provides screenings and case management for counseling and intervention. This action provides particular benefit to our students who are English learners, low income, or in foster care.	\$185,000.00	Yes
11	Femineer Program	This action provides funding for the expansion of the Femineer Program at our elementary and middle schools. The program provides hands-on engineering projects and encourages students to pursue STEM (science, technology, engineering, and math) in their education and careers. This action provides particular benefit to students who are English learners, low income, or in foster care, who might not otherwise have access or interest in STEM education.	\$45,000.00	Yes

# Goal

Goal #	Description	Type of Goal
4	Engaged Parents, Families, and Community	Broad Goal

State priorities address by this goal.

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

This goal aligns with the MUSD Strategic Plan and focuses on increasing opportunities for parents to meaningfully participate with schools in ways that support students' successful learning and achievement. The goal also emphasizes establishing, expanding, and maintaining partnerships with community-based organizations and MUSD alumni. Progress towards meeting this goal will be measured using the following metric:  
CA Dashboard Local Indicator 3

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Parent input in decision making as measured by the CA Dashboard Local Indicator for Parent Involvement and Family Engagement (Priority 3).	We met the standard on the 2023 CA Dashboard Local Indicator, "Parent and Family Engagement."			Continue to meet the standard on the CA Dashboard Local Indicator, "Parent and Family Engagement."	

2	Parent participation in programs for unduplicated pupils as measured by the CA Dashboard Local Indicator for Parent Involvement and Family Engagement (Priority 3).	We met the standard on the 2023 CA Dashboard Local Indicator, "Parent and Family Engagement." On the 2023-24 LCAP Survey, 77% of parents indicated that they felt satisfied with the opportunities to participate in their child's education.			Continue to meet the standard on the CA Dashboard Local Indicator, "Parent and Family Engagement." Maintain at least 80% of parents indicating satisfaction with the opportunities to participate in their child's education as measured on the annual LCAP Survey.	
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## Goal Analysis for 2024-2025

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

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

Not Applicable

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

Not Applicable

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

Not Applicable

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

Not Applicable



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

## Actions

Action #	Title	Description	Total Funds	Contributing
1	21st Century Learning	This action pays a portion of the salary of the Chief Technology Officer (CTO) and staff, who provide support for our educational technology programs. The CTO oversees and monitors professional development for teachers and staff to improve the use of technology to support student learning, engagement, and achievement. The action provides particular benefit to our students who are English learners, low income, or in foster care who might not otherwise have access to technology tools and platforms.	\$52,000.00	Yes
2	Student, Family, and Community Engagement	This action funds a Public Information Officer who provides support to increase and improve communication throughout the community, and to highlight positive aspects of our schools through social media platforms, contributing to increased sense of belonging and pride among students and staff. This action provides particular benefit to our students who are English learners, low income, or in foster care who often experience decreased levels of connectiveness and a sense of belonging with their schools.	\$150,000.00	Yes
3	Positive Community Connections	This action funds a School Resource Officer (SRO) to support increased and improved engagement with students, families and the community. The SRO provides education for students and families about preventing juvenile delinquency, promotes positive relationships between youth and law enforcement, collaboration with district counseling programs, and coordination with community resources. This action provides particular benefit to our students who are low income and in foster care, who historically have had weaker connections and trust with law enforcement and community resources.	\$95,000.00	Yes

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$8,967,286.00	\$556,524.00

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

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
16.97%	3.56%	\$1,928,372.79	20.53%

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

## Required Descriptions

### *LEA-wide and Schoolwide Actions*

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

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
Goal 1, Action 1	<p>Early Literacy Targeted Support</p> <p>Needs: Local ELA progress monitoring data shows unduplicated pupils ELA scores are in the lowest performance levels. The academic achievement in ELA of English learners and low income students remains lower than the overall achievement level of students.</p> <p>Ed. Partner feedback has been overwhelmingly in favor of smaller classes for students.</p>	<p>To address these needs we will be limiting the class sizes at the primary grades which will reduce the student-to-staff ratio and enable teachers to provide more targeted support for English learners and low income students.</p> <p>These actions will create an opportunity to significantly increase literacy rates for unduplicated students because they are designed to address their identified needs. However, these actions are being provided on an LEA-wide basis to maximize their impact in increasing overall instruction for all students.</p> <p>Support of lower class size ratios at the primary grades to provide more personalized support for students to develop strong foundations in literacy and numeracy. This action will emphasize support for English learners, low income students, and students in foster care, and aligns with State Priority 4 (Pupil Achievement)</p>	<p>CAASPP ELA scores</p> <p>i-Ready Reading Diagnostic results</p>
Goal 1, Action 2	<p>Data-Driven Systems</p> <p>Needs: Local ELA progress monitoring data shows unduplicated pupils ELA scores are in the lowest performance levels. English learner progress has not improved significantly. Approximately half of English learners did not make progress as measured by the ELPI on the California Dashboard.</p> <p>Teachers and administrators have emphasized the importance of data to monitor EL progress and make informed instructional decisions.</p>	<p>To address the needs we will provide a Data Specialist who will organize achievement data and provide reports to effectively monitor academic progress of unduplicated students and to guide instructional decisions to support the learning and their achievement. We will also purchase data warehousing software to organize reports and provide the capacity for disaggregation of data.</p> <p>These actions address the identified needs and will create an opportunity to significantly improve the achievement of unduplicated students. Although these actions are principally directed toward meeting the needs of our unduplicated students, they are being provided on an LEA-wide basis to maximize their impact on the achievement of all students.</p>	<p>English Learner Progress Indicator (ELPI).</p> <p>EL achievement on the CAASPP ELA</p> <p>EL achievement on the i-Ready diagnostic</p>

Goal 1, Action 3	<p>Identified Need: Supplemental Instruction Needs: The academic achievement in ELA of students who are English learners and low income has remained below the overall achievement level.</p> <p>Local ELA progress monitoring data shows unduplicated pupils ELA scores are in the lowest performance levels. The academic achievement in ELA of English learners and low income students remains lower than the overall achievement level of students. Ed. Partner feedback has been overwhelmingly in favor of providing intervention programs, supplemental services, and professional development to improve academic achievement and the school climate.</p>	<p>To address these needs, we will provide school sites with funds to determine the specific needs of their ELs and low income students, utilizing resources to provide targeted intervention and supplemental programs to support student learning and achievement. Sites will also provide professional development for teachers to refine instructional practices in ways that enhance student learning, achievement, and sense of safety and community.</p> <p>These actions will create an opportunity to improve the achievement of unduplicated students through targeted intervention, professional development, and supplemental programs. Although this action is principally directed at unduplicated students, it is being provided on an LEA-wide basis to maximize the impact on all student achievement. Sites will also provide professional development for teachers to refine instructional practices in ways that enhance student learning and achievement.</p>	CAASPP ELA i-Ready ELA Diagnostic Assessment
Goal 1, Action 4	<p>Identified Need: AP Summer Institute Needs: Although participation in Advanced Placement courses has increased, the number of ELs and low income students who participate is lower than the overall average.</p> <p>Feedback from educational partners has emphasized the importance of increasing access to AP courses, with an emphasis on our unduplicated students.</p>	<p>To address this need, we will provide an AP Summer Institute for teachers that will assist them in preparing more unduplicated students to enroll in AP courses, and improve their performance on the AP exams. This action will create an opportunity to increase the enrollment of unduplicated students in AP courses through the professional development of our teachers. Although this action is principally directed at our unduplicated students, it is being provided at an LEA-wide basis to maximize impact on all student achievement.</p>	AP enrollment AP exam passing rate

Goal 1, Action 5	<p>Identified Need: Differentiated Instruction and Progress Monitoring Needs: The academic achievement of English learners and low income students remains below the overall average in ELA. Performance in math remains low for several student subgroups, including English learners and low income students. Feedback from educational partners has emphasized the need for personalized academic support in both ELA and math that can be accessed by students while at home as well as at school.</p>	<p>To address this need, we will provide i-Ready personalized learning experiences in both ELA and Math for students in grades K-8, providing intervention for students who are below grade level, and acceleration for students who are ready to progress. We will also include the i-Ready diagnostic assessments that provide valuable data that guide instructional decisions to most effectively meet the needs of students. This action will provide headsets that are essential for students to utilize i-Ready and remain focused, while not distracting classmates.</p> <p>These actions will create an opportunity to improve the achievement of unduplicated students through personalized academic support and detailed diagnostic reports that guide instructional decisions. Although this action is principally directed at unduplicated students, it is being provided on an LEA-wide basis to maximize the impact on all student achievement.</p>	<p>i-Ready ELA diagnostic i-Ready Math diagnostic CAASPP ELA CAASPP Math</p>
Goal 1, Action 6	<p>Identified Need: Instructional Delivery and Support Systems Needs: The academic achievement of English learners and low income students remains below the overall average in ELA. Performance in math remains low for several student subgroups, including English learners and low income students.  Feedback from educational partners has emphasized the need for effective monitoring and oversight of supplemental educational programs that support unduplicated students.</p>	<p>To address this need, we will provide an Executive Director of Educational Services and support staff to oversee and monitor supplemental educational programs including intervention, CTE, and other actions in our LCAP. This action helps ensure that students who are English learners, low income, or in foster care are making continuous academic growth.</p> <p>These actions will create an opportunity to improve the achievement of unduplicated students through maintaining the effectiveness of supplemental programs that provide academic support for students. Although this action is principally directed at unduplicated students, it is being provided on an LEA-wide basis to maximize the impact on all student achievement.</p>	<p>CAASPP ELA and Math i-Ready ELA and Math ELPI</p>

Goal 1, Action 7	<p>Identified Need: 1-to-1 Chromebooks and Wi-Fi Hotspots</p> <p>Needs: The academic achievement of English learners and low income students remains below the overall average in ELA. Performance in math remains low for several student subgroups, including English learners and low income students. English learner progress (as measured on the CA Dashboard on the ELPI) is just above 50%.</p> <p>Feedback from educational partners has emphasized the need for 1-to-1 technology that provides students with access to valuable instructional support resources both at school and at home.</p>	<p>To address this need, we will provide students with 1-to-1 technology devices that enable them to access personalized learning platforms, intervention, online tutoring, and supplemental instructional support both at school and at home. We will also provide Wi-Fi hotspots for students who do not have internet access at home.</p> <p>These actions will create an opportunity to improve the achievement of unduplicated students through increasing access to valuable instructional resources (e.g., i-Ready) while at school and at home.</p> <p>Although this action is principally directed at unduplicated students, it is being provided on an LEA-wide basis to maximize the impact on all student achievement.</p>	<p>ELPI CAASPP ELA and Math i-Ready ELA and Math</p>
Goal 1, Action 8	<p>Identified Need: Interventionists</p> <p>Needs: The academic achievement of English learners and low income students remains below the overall average in ELA. Performance in math remains low for several student subgroups, including English learners and low income students.</p> <p>Feedback from educational partners consistently emphasizes the need for academic intervention programs to support students who are struggling in ELA and math. In particular, educational partners have emphasized the value of providing intervention during the school day.</p>	<p>To address this need, we will provide Interventionists and intervention aides at the elementary and middle schools to implement targeted academic intervention for students who are below grade level in ELA and math.</p> <p>These actions will create an opportunity to improve the achievement of unduplicated students through targeted intervention, professional development, and supplemental programs. Although this action is principally directed at unduplicated students, it is being provided on an LEA-wide basis to maximize the impact on all student achievement.</p>	<p>CAASPP ELA and Math i-Ready ELA and Math</p>

Goal 1, Action 9	<p>Identified Need: Naviance</p> <p>Use of Naviance has helped to maintain a graduation rate of 94%. However, the percentage of students who are expected to complete A-G requirements decreased from 60% to 40% in the current year.</p> <p>Educational partner feedback has consistently emphasized the importance of ensuring college readiness of our students. Teachers, students, and administrators have described the Naviance program as a valuable resource to ensure successful completion of A-G requirements.</p>	<p>To address this need, we will provide Naviance, which guides and supports students in middle and high school to follow a successful path to prepare for college and career. Secondary counselors utilize Naviance to monitor and support students. This action will create an opportunity to increase A-G completion rates of our students through the personalized guidance and support provided by Naviance. Although this action is principally directed at unduplicated students, it is being provided on an LEA-wide basis to maximize the impact on all student achievement.</p>	<p>High school A-G completion rate High school graduation rate</p>
Goal 1, Action 10	<p>Identified Need: CTE Pathways Needs:</p> <p>Although the number of students participating in CTE pathways increased significantly over the past three years, the number decreased slightly from last year to this year. Moreover, the percentage of English learners participating remained low.</p> <p>Feedback from educational partners has highlighted the importance of CTE pathways to improve college and career opportunities of our unduplicated students.</p>	<p>To address this need, we will improve and increase CTE pathways to provide students with opportunities to prepare for careers in high-need and high-interest areas. CTE pathways can be especially valuable for students who are English learners, low income, or in foster care, since they may not otherwise have these opportunities.</p> <p>These actions will create an opportunity to improve the college and career opportunities of unduplicated students through increased access to CTE pathways. Although this action is principally directed at unduplicated students, it is being provided on an school-wide basis to maximize the impact on all student achievement.</p>	<p>CTE enrollment rate CTE pathway completion rate % of English learners participating in CTE % of low income students participating in CTE</p>

Goal 2, Action 1	<p>Identified Need: Supplemental Support Services Needs: The academic achievement of English learners and low income students remains below the overall average in ELA. Performance in math remains low for several student subgroups, including English learners and low income students. English learner progress has not improved significantly, remaining. Approximately half of English learners did not make progress as measured by the ELPI on the California Dashboard.</p> <p>Feedback from our educational partners has emphasized the need for district-wide programs that support unduplicated students' academic achievement, increase students' sense of safety and belonging, improve the quality of teaching and learning, and increase college and career opportunities.</p>	<p>To address these needs, we will provide district funds to support programs that improve academic support for students who are below grade level in ELA and math, increase support for English learners to progress towards reclassification, increase student engagement and sense of belonging, and increase access to college and career pathways..</p> <p>These actions will create an opportunity to improve the academic achievement of unduplicated students, their sense of safety and belonging, and increase the college and career opportunities through the implementation of district-level programs and resources that support these needs. Although this action is principally directed at unduplicated students, it is being provided on an LEA-wide basis to maximize the impact on all student achievement.</p>	<p>CAASPP ELA and Math i-Ready ELA and Math Chronic absenteeism rate Suspension and expulsion rates English Learner Progress Indicator (ELPI)</p>
Goal 2, Action 2	<p>Identified Need: Professional Development Needs: The academic achievement of English learners and low income students remains below the overall average in ELA. Performance in math remains low for several student subgroups, including English learners and low income students. English learner progress has not improved significantly, remaining. Approximately half of English learners did not make progress as measured by the ELPI on the California Dashboard. The percentage of students at the middle and high schools who feel a sense of connection and safety declined from the prior school year.</p> <p>Feedback from educational partners has emphasized the need for targeted professional development that supports the refinement of instructional practices that increase academic achievement and better meet the needs of our unduplicated students.</p>	<p>To address this need, we will provide certificated staff with four days of targeted professional development to refine instructional practices in ways that support increased academic achievement, increased progress of English learners towards reclassification, and improvements to student engagement.</p> <p>These actions will create an opportunity to improve the academic achievement and engagement of unduplicated students through improvements to teaching and learning that result from targeted professional development. Although this action is principally directed at unduplicated students, it is being provided on an LEA-wide basis to maximize the impact on all student achievement.</p>	<p>CAASPP ELA and Math i-Ready ELA and Math California Healthy Kids Survey Chronic Absenteeism rate Suspension and expulsion rates</p>



Goal 2, Action 3	<p>Identified Need: Instructional Coaches Needs: The academic achievement of English learners and low income students remains below the overall average in ELA. Performance in math remains low for several student subgroups, including English learners and low income students. English learner progress has not improved significantly, remaining. Approximately half of English learners did not make progress as measured by the ELPI on the California Dashboard.</p> <p>Educational partner feedback has emphasized the need for instructional specialists to provide support for teachers' professional growth and to oversee supplemental programs that can improve student learning and achievement and engagement.</p>	<p>To address this need, we will provide eight instructional specialists who will support teachers to refine instructional practices to better meet the needs of students who are below grade level in ELA and math, to increase English learners' progress towards reclassification, and to improve student engagement.</p> <p>These actions will create an opportunity to improve the academic achievement and engagement of unduplicated students through improvements to teaching and learning that result from instructional coaching and support. Although this action is principally directed at unduplicated students, it is being provided on an LEA-wide basis to maximize the impact on all student achievement.</p>	<p>CAASPP ELA and Math i-Ready ELA and Math California Healthy Kids Survey</p>
Goal 3, Action 1	<p>Identified Need: Arts integration and Staff Needs: Although chronic absenteeism has decreased substantially over the past two years, the overall attendance rate remains below the goal of 96%. Moreover, a significant percentage of students at the middle and high schools report that they don't feel a sense of connection and safety at school.</p> <p>Feedback from educational partners have consistently emphasized the importance of providing arts programming to build student engagement, sense of community, academic achievement, and social-emotional well-being.</p>	<p>To address these needs, we will provide students with arts programs that increase student engagement, foster a sense of connection and community, improve social-emotional well-being, and enhance academic achievement. These actions will incorporate visual and performing arts into the educational program. The action increases and improves the school experience of our English learners, low income students, and students in foster care, by providing supportive, inclusive, and engaging learning experiences.</p> <p>These actions will create an opportunity to improve student engagement and sense of social emotional well-being through the implementation of arts programs. Although this action is principally directed at unduplicated students, it is being provided on an LEA-wide basis to maximize the impact on all student achievement.</p>	<p>California Healthy Kids Survey Chronic absenteeism rate Attendance rate</p>

Goal 3, Action 2	<p>Identified Need: Dual Immersion Needs: The academic achievement of English learners and low income students remains below the overall average in ELA. English learner progress has not improved significantly, remaining. Approximately half of English learners did not make progress as measured by the ELPI on the California Dashboard. Educational partner feedback has been overwhelmingly in favor of supporting our Spanish and Mandarin dual immersion programs.</p>	<p>To address these needs, we will provide support for our Spanish and Mandarin dual immersion programs which promote the academic achievement of English learners, increase their sense of community and belonging, and improve the level of student engagement.</p> <p>These actions will create an opportunity to improve the academic achievement, student engagement, and sense of social emotional well-being through participation in dual immersion programs. Although this action is principally directed at unduplicated students, it is being provided on an LEA-wide basis to maximize the impact on all student achievement.</p>	<p>English Learner Progress Indicator (ELPI) CAASPP ELA for English Learners AAPPL (language assessment in Mandarin and Spanish)</p>
Goal 3, Action 3	<p>Identified Need: Counselors and Social Workers Needs: Parents, teachers, and staff continue to emphasize the importance of providing social-emotional learning and support for students. The percentage of students who participate in counseling services remains high. The percentage of students at the middle and high schools who feel a sense of connection and safety declined from the prior school year.</p> <p>Feedback from our educational partners consistently emphasizes the need to provide students with additional social-emotional support and resources for families. In particular, educational partners have been in favor of providing counselors and social workers to support students and families.</p>	<p>To address these needs, we will be providing counselors and social workers to directly support the social-emotional well-being of students, including: self management, coping skills, managing stress and anxiety, navigating friendships and conflicts, and connection to a variety of important resources for students and families.</p> <p>These actions will create an opportunity to increase student engagement and sense of social emotional well-being through the services and resources provided by our counselors and social workers. Although this action is principally directed at unduplicated students, it is being provided on an LEA-wide basis to maximize the impact on all student engagement and social-emotional well-being.</p>	<p>California Healthy Kids Survey Chronic absenteeism rate Attendance rate</p>

Goal 3, Action 4	<p>Identified Need: Student Wellness and Engagement Needs: The percentage of students who are expected to complete A-G requirements decreased from 60% to 40% in the current year. The suspension and expulsion rates have remained relatively low. The attendance rate remains below the goal of 96%. Moreover, a significant percentage of students at the middle and high schools report that they don't feel a sense of connection and safety at school.</p> <p>Educational partner feedback has emphasized the need to provide programs and resources to support student wellness and engagement.</p>	<p>To address these needs, we will provide a Director of Student Services who will support students to ensure effective programs that improve student engagement, sense of belonging, sense of safety, and successful progress towards graduation.</p> <p>These actions will create an opportunity to improve the student wellness and engagement of unduplicated students through programs and resources that address specific needs. Although this action is principally directed at unduplicated students, it is being provided on an LEA-wide basis to maximize the impact on all student wellness and engagement.</p>	<p>Graduation rate Suspension and expulsion rate Chronic absenteeism rate Attendance rate California Healthy Kids Survey</p>
Goal 3, Action 5	<p>Identified Need: At Promise Student Monitoring Needs: The percentage of students at the middle and high schools who feel a sense of connection and safety declined from the prior school year. Although the number of students participating in CTE pathways increased significantly over the past three years, the number decreased slightly from last year to this year. Moreover, the percentage of English learners participating remained low.</p>	<p>To address these needs, we will provide assistant principals who will directly support students to ensure academic success, sense of belonging and safety, engagement in learning, and successful pathways towards college and career.</p> <p>These actions will create an opportunity to improve the student achievement, wellness and engagement of unduplicated students through the effective oversight and implementation of programs and resources that address specific needs. Although this action is principally directed at unduplicated students, it is being provided on an LEA-wide basis to maximize the impact on all student achievement, wellness and engagement.</p>	<p>Graduation rate CAASSP ELA and Math A-G completion rate California Healthy Kids Survey</p>
Goal 3, Action 6	<p>Identified Need: NGSS Support Needs: On the 2022-23 California Science Test (CAST), only 36.7% of students met or exceeded the standard.</p> <p>Feedback from educational partners emphasized the need for supplemental, hands-on science learning experiences for students, which have been especially beneficial for English learners, low income students, and students in foster care.</p>	<p>To address this need, we will provide students in K-8 with NGSS hands-on supplemental programs that support student learning and engagement with NGSS-based science. These supplemental programs are especially beneficial for English learners and low income students who might not otherwise have background knowledge and experience with science-related activities.</p> <p>These actions will create an opportunity to improve the student learning, engagement, and achievement in science, with particular benefits for unduplicated students. Although this action is principally directed at unduplicated students, it is being provided on an LEA-wide basis to maximize the impact on all student achievement, wellness and engagement.</p>	<p>Percentage of students who meet or exceed the standard on the California Science Test (CAST)</p>

Goal 3, Action 7	<p>Identified Need: AP Testing Support</p> <p>Needs: Although participation in Advanced Placement courses has increased, the number of ELs and low income students who participate is lower than the overall average.</p> <p>Feedback from our educational partners emphasized the importance of increasing the access that unduplicated students have to advanced placement courses and exams.</p>	<p>To address this need, we will provide funds to cover all AP exam costs, removing financial barriers to access and equity. This action is especially important for low income students who might not otherwise have the opportunity to take the AP exam.</p> <p>These actions will create an opportunity to improve unduplicated students' access to AP courses and exams by removing financial barriers. Although this action is principally directed at unduplicated students, it is being provided on an LEA-wide basis to maximize the impact on all students.</p>	<p>Advanced Placement course enrollment</p> <p>Advanced Placement exam passing rates</p>
Goal 3, Action 8	<p>Identified Need: AVID Program and Tutoring</p> <p>Needs: Although graduation rates have remained relatively high (94% in 2024), the percentage of students who are expected to complete A-G requirements decreased from 60% to 40% in the current year.</p> <p>Feedback from educational partners has emphasized the need for programs to support successful college and career preparedness. In particular, educational partners have been in favor of providing AVID programs and tutoring.</p>	<p>To address this need, we will provide AVID programs to support students in grades 6-12 in overcoming obstacles and achieving success. Students who participate in AVID graduate and attend college at higher rates.</p> <p>This action will create an opportunity to improve unduplicated students' access to successful college and career pathways through AVID programs and AVID tutoring. Although this action is principally directed at unduplicated students, it is being provided on an LEA-wide basis to maximize the impact on all students.</p>	<p>A-G completion rates</p> <p>Graduation rate</p>
Goal 3, Action 9	<p>Identified Need: School Climate and Culture (PBIS)</p> <p>Needs: Parents, teachers, and staff continue to emphasize the importance of providing social-emotional learning and support for students. The percentage of students at the middle and high schools who feel a sense of connection and safety declined from the prior school year.</p> <p>Feedback from educational partners highlights the importance of building safe and inclusive school cultures. In particular, educational partners have been in favor of continuing the Monrovia Elementary Olympics, and building upon our PBIS programs.</p>	<p>To address this need, we will provide PBIS programs to help create a sense of belonging, safety, and positive spirit at school sites, and provide the Monrovia Elementary Olympics (MEOs) to give students an opportunity to build school spirit and positive morale. These actions are especially important for students who are English learners, low income, or in foster care, who might not otherwise have opportunities to feel a sense of belonging, connection, and safety.</p>	<p>California Healthy Kids Survey</p> <p>Suspension and expulsion rates</p>

Goal 3, Action 10	<p>Identified Need: Wellness Center and Programs</p> <p>Needs: Parents, teachers, and staff continue to emphasize the importance of providing social-emotional learning and support for students. The percentage of students who participate in counseling services remains high. The percentage of students at the middle and high schools who feel a sense of connection and safety declined from the prior school year.</p> <p>Feedback from educational partners emphasized the importance of providing support for students' social-emotional well-being. The Wellness Center and related programs have been highlighted by educational partners as providing valuable services for our unduplicated students.</p>	<p>To address this need, we will support the Wellness Center at the high school which will provide students with counseling, mental health resources, and opportunities to build healthy relationships with peers. This action is especially important for low income students and students in foster care, a significant percentage of whom have sought out social-emotional support.</p> <p>This action will create an opportunity to improve students' social-emotional well-being through services provided by the Wellness Center. Although this action is principally directed at unduplicated students, it is being provided on a school-wide basis to maximize the impact on all students at the high school.</p>	California Healthy Kids Survey Suspension and expulsion rates
Goal 3, Action 11	<p>Identified Need: Femineer Program</p> <p>Needs: On the 2022-23 California Science Test (CAST), only 36.7% of students met or exceeded the standard.</p> <p>Educational partner feedback has emphasized the importance of providing high-interest, hands-on STEM experiences for unduplicated students. In particular, the Femineer program has had a significant impact on students' interest in engineering and coding, and educational partners expressed an interest in building upon this program.</p>	<p>To address this need, we will provide the Femineer program for students in elementary and middle school. Students who participate in the Femineer program are more likely to feel motivated to pursue studies in science, technology, engineering, and math; moreover, students are more likely to feel engaged in their learning and achieve at higher levels in math and science. This action is especially important for students who are English learners, low income, or in foster care, who might not otherwise have opportunities to participate in high-interest STEM programs like Femineer.</p> <p>This action will create an opportunity to improve students' engagement, learning, and achievement in science and other STEM fields, through participation in the Femineer program. Although this action is principally directed at unduplicated students, it is being provided on an LEA-wide basis to maximize the impact on all students' interest and achievement in STEM.</p>	CAST results CAASPP math results Chronic absenteeism rate California Healthy Kids Survey

Goal 4, Action 1	<p>Identified Need: 21st Century Learning Needs: The academic achievement of English learners and low income students remains below the overall average in ELA. Performance in math remains low for several student subgroups, including English learners and low income students. English learner progress (as measured on the CA Dashboard on the ELPI) is just above 50%.</p> <p>Feedback from our educational partners emphasized the importance of providing unduplicated students with access to educational technology programs. Moreover, educational partners emphasized the importance of utilizing technology to better connect students and families with school and district resources.</p>	<p>To address these needs, we will provide support for educational technology programs and for the effective maintenance of the 1-to-1 technology devices. This action enables students to access personalized learning platforms, intervention, online tutoring, and supplemental instructional support both at school and at home.</p> <p>This action will create an opportunity to improve students' learning and achievement through participation in educational technology programs provided both at school and at home. Although this action is principally directed at unduplicated students, it is being provided on an LEA-wide basis to maximize the impact on all students' academic achievement.</p>	CAASPP ELA and Math i-Ready ELA and Math ELPI
Goal 4, Action 2	<p>Identified Need: Student, Family, and Community Engagement Needs: Parents have expressed that feeling connected to their child's school is a high priority. Moreover, the percentage of students at the middle and high schools who feel a sense of connection and safety declined from the prior school year.</p> <p>Feedback from educational partners has emphasized the importance of maintaining consistent and clear communication between the schools and families at home. Furthermore, educational partners have expressed significant appreciation of the communication provided by our Public Information Officer.</p>	<p>To address these needs, we will provide a Public Information Officer to maintain consistent communication with students, families, and the community about all that is going on in our schools. This action also highlights the success stories in our district, strengthening students' sense of connection, pride, and engagement with their schools.</p> <p>This action will create an opportunity to improve students' sense of connection to schools, and increase parent and family engagement through successful communication systems. Although this action is principally directed at unduplicated students, it is being provided on an LEA-wide basis to maximize the impact on all students and families.</p>	California Healthy Kids Survey LCAP Survey

Goal 4, Action 3	<p>Identified Need: Positive Community Connections Needs: Parents and students have expressed that feeling connected to the school and the community is a high priority. Moreover, the percentage of students at the middle and high schools who feel a sense of connection and safety declined from the prior school year.</p> <p>Feedback from educational partners has emphasized the need to build connections between unduplicated students and the community. In particular, educational partners have expressed appreciation for our partnership with the Monrovia Police Department through our School Resource Officer program.</p>	<p>To address these needs, we will partner with the Monrovia Police Department to provide a School Resource Officer, strengthening confidence in the safety in our schools and in our community, and building a sense of connection and pride in our schools.</p> <p>This action will create an opportunity to improve students' sense of connection and safety at school and in the community. Although this action is principally directed at unduplicated students, it is being provided on an LEA-wide basis to maximize the impact on all students and families.</p>	Suspension and expulsion rates California Healthy Kids Survey LCAP survey
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### ***Limited Actions***

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

Goal and Action #(s)	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
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For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

### ***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.

Concentration Grant funds will be allocated to increase the number of staff to provide additional academic support and intervention services at schools with an enrollment of unduplicated students that is greater than 55%. Only one school, Mayflower Elementary, has an unduplicated student count that is below 55%. All other elementary sites will maintain lower staff to student averages in the primary grades, and receive additional classified staff support to provide intervention for students, before, during and/or after school.

The additional staff support are aligned with the following LCAP Goals and Actions:  
Goal 1, Actions 1 and 8

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	Elementary Schools: 25.5 Middle Schools: N/A High Schools: N/A	Elementary Schools: 21.9 Middle Schools: N/A High Schools: N/A
Staff-to-student ratio of certificated staff providing direct services to students	Elementary Schools: 24.0 Middle Schools: N/A High Schools: N/A	Elementary Schools: 21.1 Middle Schools: N/A High Schools: N/A



# Action Tables

## 2024-2025 Total Planned Expenditures Table

LCAP Year (Input)	1. Projected LCFF Base Grant (Input Dollar Amount)		2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)		3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)		LCFF Carryover — Percentage (Input Percentage from Prior Year)		Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	
2024-2025	\$52,851,333.00		\$8,967,286.00		16.97%		3.56%		20.53%	

Totals:	LCFF Funds		Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals:	\$11,285,000.00		\$1,000,000.00	\$0.00	\$0.00	\$12,285,000.00	\$9,376,250.00	\$2,908,750.00

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	Early Literacy Targeted Support	All	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	Specific Grade Spans, TK-3rd	August 2024-June 2025	\$1,750,000	\$0	\$1,750,000	\$0	\$0	\$0	\$1,750,000	0.00%
1	2	Data-Driven Systems	All	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	August 2024-June 2025	\$83,000	\$17,000	\$100,000	\$0	\$0	\$0	\$100,000	0.00%
1	3	Supplemental Instruction	All	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	August 2024-June 2025	\$0	\$1,000,000	\$1,000,000	\$0	\$0	\$0	\$1,000,000	0.00%
1	4	AP Summer Institute	All	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	Specific Grade Spans, 9-12	July 2024-September 2024	\$0	\$2,000	\$2,000	\$0	\$0	\$0	\$2,000	0.00%
1	5	Differentiated Instruction and Progress Monitoring (i-Ready)	All	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	Specific Grade Spans, K-8	August 2024-June 2025	\$0	\$160,000	\$160,000	\$0	\$0	\$0	\$160,000	0.00%
1	6	Instructional Delivery and Support Systems	All	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	Specific Grade Spans, 6-12	August 2024-June 2025	\$450,000	\$0	\$450,000	\$0	\$0	\$0	\$450,000	0.00%

1	7	Technology: Access and Equity	All	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	August 2024-June 2025	\$0	\$560,000	\$560,000	\$0	\$0	\$0	\$560,000	0.00%
1	8	Interventionists	All	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	Specific Grade Spans, TK-5	August 2024-June 2025	\$525,000	\$0	\$525,000	\$0	\$0	\$0	\$525,000	0.00%
1	9	Naviance	All	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools, Specific Grade Spans, 6-12	August 2024-June 2025	\$30,000	\$0	\$30,000	\$0	\$0	\$0	\$30,000	0.00%
1	10	CTE Pathways	All	Yes	Schoolwide	English learner (EL), Foster Youth, Low Income	Specific Grade Spans, 9-12	August 2024-June 2025	\$0	\$50,000	\$50,000	\$0	\$0	\$0	\$50,000	0.00%
2	1	Supplemental Support Services	All	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	August 2024-June 2025	\$0	\$500,000	\$500,000	\$0	\$0	\$0	\$500,000	0.00%
2	2	Professional Development	All	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	August 2024-June 2025	\$800,000	\$0	\$800,000	\$0	\$0	\$0	\$800,000	0.00%
2	3	Instructional Coaches	All	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	August 2024-June 2025	\$1,500,000	\$0	\$1,500,000	\$0	\$0	\$0	\$1,500,000	0.00%
3	1	Arts Integration and Staff	All	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	August 2024-June 2025	\$180,000	\$0	\$180,000	\$0	\$0	\$0	\$180,000	0.00%
3	2	Dual Immersion	All	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	Specific Schools, Plymouth Elementary, Monroe Elementary, Wild Rose School of Creative Arts, Clifton Middle School, and Santa Fe Computer Science Magnet School	August 2024-June 2025	\$1,750,000	\$0	\$1,750,000	\$0	\$0	\$0	\$1,750,000	0.00%

3	3	Counselors and Social Workers	All	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	August 2024-June 2025	\$1,200,000	\$25,000	\$225,000	\$1,000,000	\$0	\$0	\$1,225,000	0.00%
3	4	Student Wellness and Engagement	All	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	August 2024-June 2025	\$115,000	\$156,000	\$271,000	\$0	\$0	\$0	\$271,000	0.00%
3	5	At Promise Student Monitoring	All	Yes	Schoolwide	English learner (EL), Foster Youth, Low Income	Specific Grade Spans, 6-12	August 2024-June 2025	\$525,000	\$0	\$525,000	\$0	\$0	\$0	\$525,000	0.00%
3	6	NGSS Support	All	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	August 2024-June 2025	\$0	\$105,000	\$105,000	\$0	\$0	\$0	\$105,000	0.00%
3	7	AP Testing Support	All	Yes	Schoolwide	Low Income, Foster Youth, English learner (EL)	Specific Grade Spans, 9-12	April 2025-June2025	\$0	\$85,000	\$85,000	\$0	\$0	\$0	\$85,000	0.00%
3	8	AVID Program and Tutoring	All	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	Specific Grade Spans, 6-12	August 2024-June 2025	\$0	\$150,000	\$150,000	\$0	\$0	\$0	\$150,000	0.00%
3	9	School Climate and Culture, PBIS	All	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	August 2024-June 2025	\$0	\$40,000	\$40,000	\$0	\$0	\$0	\$40,000	0.00%
3	10	Wellness Center and Programs	All	Yes	Schoolwide	Low Income, Foster Youth, English learner (EL)	Specific Schools, Monrovia High School	August 2024-June 2025	\$171,250	\$13,750	\$185,000	\$0	\$0	\$0	\$185,000	0.00%

3	11	Femineer Program	All	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	Specific Schools, Bradoaks Elementary Science Academy, Mayflower Elementary, Monroe Elementary, Plymouth Elementary, Wild Rose School of Creative Arts, Clifton Middle School, and Santa Fe Computer Science Magnet School	August 2024-June 2025	\$0	\$45,000	\$45,000	\$0	\$0	\$0	\$45,000	0.00%
4	1	21st Century Learning	All	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	August 2024-June 2025	\$52,000	\$0	\$52,000	\$0	\$0	\$0	\$52,000	0.00%
4	2	Student, Family, and Community Engagement	All	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	August 2024-June 2025	\$150,000	\$0	\$150,000	\$0	\$0	\$0	\$150,000	0.00%
4	3	Positive Community Connections	All	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	August 2024-June 2025	\$95,000	\$0	\$95,000	\$0	\$0	\$0	\$95,000	0.00%

# 2024-2025 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover – Percentage (Percentage from prior year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4.Total Planned Contributing Expenditures (LCFF Funds)	5.Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$52,851,333.00	\$8,967,286.00	16.97%	3.56%	20.53%	\$11,285,000.00	0.00%	21.35%	Total:	\$11,285,000.00
								LEA-wide Total:	\$10,440,000.00
								Limited Total:	
								Schoolwide Total:	\$845,000.00

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	Early Literacy Targeted Support	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	Specific Grade Spans, TK-3rd	\$1,750,000.00	0.00%
1	2	Data-Driven Systems	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	\$100,000.00	0.00%
1	3	Supplemental Instruction	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	\$1,000,000.00	0.00%
1	4	AP Summer Institute	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	Specific Grade Spans, 9-12	\$2,000.00	0.00%
1	5	Differentiated Instruction and Progress Monitoring (i-Ready)	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	Specific Grade Spans, K-8	\$160,000.00	0.00%

1	6	Instructional Delivery and Support Systems	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	Specific Grade Spans, 6-12	\$450,000.00	0.00%
1	7	Technology: Access and Equity	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	\$560,000.00	0.00%
1	8	Interventionists	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	Specific Grade Spans, TK-5	\$525,000.00	0.00%
1	9	Naviance	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools, Specific Grade Spans, 6-12	\$30,000.00	0.00%
1	10	CTE Pathways	Yes	Schoolwide	English learner (EL), Foster Youth, Low Income	Specific Grade Spans, 9-12	\$50,000.00	0.00%
2	1	Supplemental Support Services	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	\$500,000.00	0.00%
2	2	Professional Development	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	\$800,000.00	0.00%
2	3	Instructional Coaches	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	\$1,500,000.00	0.00%
3	1	Arts Integration and Staff	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	\$180,000.00	0.00%
3	2	Dual Immersion	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	Specific Schools, Plymouth Elementary, Monroe Elementary, Wild Rose School of Creative Arts, Clifton Middle School, and Santa Fe Computer Science Magnet School	\$1,750,000.00	0.00%
3	3	Counselors and Social Workers	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	\$225,000.00	0.00%
3	4	Student Wellness and Engagement	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	\$271,000.00	0.00%
3	5	At Promise Student Monitoring	Yes	Schoolwide	English learner (EL), Foster Youth, Low Income	Specific Grade Spans, 6-12	\$525,000.00	0.00%
3	6	NGSS Support	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	\$105,000.00	0.00%
3	7	AP Testing Support	Yes	Schoolwide	Low Income, Foster Youth, English learner (EL)	Specific Grade Spans, 9-12	\$85,000.00	0.00%

3	8	AVID Program and Tutoring	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	Specific Grade Spans, 6-12	\$150,000.00	0.00%
3	9	School Climate and Culture, PBIS	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	\$40,000.00	0.00%
3	10	Wellness Center and Programs	Yes	Schoolwide	Low Income, Foster Youth, English learner (EL)	Specific Schools, Monrovia High School	\$185,000.00	0.00%
3	11	Femineer Program	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	Specific Schools, Bradoaks Elementary Science Academy, Mayflower Elementary, Monroe Elementary, Plymouth Elementary, Wild Rose School of Creative Arts, Clifton Middle School, and Santa Fe Computer Science Magnet School	\$45,000.00	0.00%
4	1	21st Century Learning	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	\$52,000.00	0.00%
4	2	Student, Family, and Community Engagement	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	\$150,000.00	0.00%
4	3	Positive Community Connections	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	\$95,000.00	0.00%

## 2023-2024 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	\$39,727,000.00	\$38,285,597.00

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	Credentialed Teachers	No	\$28,000,000.00	\$28,000,000.00
1	2	Secondary ELD teachers	No	\$428,000.00	\$428,000.00

2	1	Instructional Specialists	Yes	\$610,000.00	\$575,022.00
2	2	Supplemental ELA supports	Yes	\$10,000.00	\$0.00
2	3	Empowered Learning Program (formerly iCoach program)	Yes	\$120,000.00	\$77,206.00
2	4	District PLC: Center for Educational Leadership	Yes	\$50,000.00	\$7,567.00
2	5	Certificated PD Days	Yes	\$800,000.00	\$724,006.00
2	6	Classified PD Days	Yes	\$70,000.00	\$16,849.00
2	7	Data Specialist	Yes	\$83,000.00	\$78,269.00
2	8	NGSS Supports	Yes	\$100,000.00	\$107,475.00
2	9	District LCAP Implementation Support	Yes	\$250,000.00	\$259,748.00
2	10	Site LCAP Implementation Support	Yes	\$1,300,000.00	\$512,906.00
3	1	Support materials for CCSS	Yes	\$25,000.00	\$26,773.00
3	2	Core Instructional Materials	No	\$300,000.00	\$300,000.00
4	1	Maintenance	No	\$1,000,000.00	\$1,000,000.00
5	1	EL Instructional Specialists.	Yes	\$450,000.00	\$261,770.00
5	2	EL Professional Development	Yes	\$5,000.00	\$250.00
6	1	AP Training	Yes	\$2,000.00	\$0.00
6	2	AP Testing	Yes	\$112,000.00	\$82,680.00
6	3	AVID Program and Tutoring	Yes	\$200,000.00	\$79,486.00
7	1	Targeted support for ELA and Math	Yes	\$200,000.00	\$179,174.00
7	2	K-5 Intervention Summer School	Yes	\$130,000.00	\$15,527.00
7	3	6-12 Intervention Summer School	Yes	\$80,000.00	\$0.00
7	4	.5 FTE Coordinator of MHS MTSS	Yes	\$75,000.00	\$64,084.00
8	1	Interventionists	Yes	\$375,000.00	\$164,368.00
8	2	Dual Language Immersion	Yes	\$1,000,000.00	\$1,466,017.00
9	1	Math Professional Development	Yes	\$200,000.00	\$212,249.00
10	1	PBIS, School Climate and	Yes	\$55,000.00	\$55,629.00



		Culture			
10	2	Director of Secondary Education and Support Staff	Yes	\$295,000.00	\$371,838.00
10	3	Student Engagement Programs	Yes	\$470,000.00	\$596,570.00
10	4	Counselors and Social Workers	Yes	\$926,000.00	\$822,056.00
10	5	SRO	Yes	\$90,000.00	\$94,716.00
11	1	Naviance	Yes	\$30,000.00	\$23,492.00
11	2	Counselor PD-UC/CSU Specific	Yes	\$2,000.00	\$0.00
11	3	.5 FTE Wellness Centers Coordinator	Yes	\$86,000.00	\$77,833.00
11	4	40% Student Services Director and support staff	Yes	\$72,000.00	\$100,021.00
11	5	Arts Integration	Yes	\$176,000.00	\$177,345.00
11	6	Arts Director and support staff	Yes	\$90,000.00	\$62,601.00
11	7	CTE Pathways	Yes	\$50,000.00	\$0.00
11	8	Coding and Technology	Yes	\$75,000.00	\$74,191.00
11	9	Partial of MHS APs	Yes	\$237,000.00	\$308,354.00
11	10	Technology	Yes	\$750,000.00	\$646,966.00
11	11	CTO support for Empowered Learning & 21st Century Classrooms	Yes	\$50,000.00	\$27,987.00
11	12	Director of Ed Services	Yes	\$298,000.00	\$206,572.00

## 2023-2024 Contributing Actions Annual Update Table

6.Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount):	4.Total Planned Contributing Expenditures (LCFF Funds)	7.Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5.Total Planned Percentage of Improved Services (%)	8.Total Estimated Actual Percentage of Improved Services(%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
\$7,804,763.00	\$9,999,000.00	\$8,557,597.00	\$1,441,403.00	0.00%	0.00%	0.00% - No Difference

Last Year's Goal#	Last Year's Action#	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions(Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services(Input Percentage)
2	1	Instructional Specialists	Yes	\$610,000.00	\$575,022.00	0.00%	0.00%
2	2	Supplemental ELA supports	Yes	\$10,000.00	\$0.00	0.00%	0.00%
2	3	Empowered Learning Program (formerly iCoach program)	Yes	\$120,000.00	\$77,206.00	0.00%	0.00%
2	4	District PLC: Center for Educational Leadership	Yes	\$50,000.00	\$7,567.00	0.00%	0.00%
2	5	Certificated PD Days	Yes	\$800,000.00	\$724,006.00	0.00%	0.00%
2	6	Classified PD Days	Yes	\$70,000.00	\$16,849.00	0.00%	0.00%
2	7	Data Specialist	Yes	\$83,000.00	\$78,269.00	0.00%	0.00%
2	8	NGSS Supports	Yes	\$100,000.00	\$107,475.00	0.00%	0.00%
2	9	District LCAP Implementation Support	Yes	\$250,000.00	\$259,748.00	0.00%	0.00%
2	10	Site LCAP Implementation Support	Yes	\$1,300,000.00	\$512,906.00	0.00%	0.00%
3	1	Support materials for CCSS	Yes	\$25,000.00	\$26,773.00	0.00%	0.00%
5	1	EL Instructional Specialists.	Yes	\$450,000.00	\$261,770.00	0.00%	0.00%
5	2	EL Professional Development	Yes	\$5,000.00	\$250.00	0.00%	0.00%
6	1	AP Training	Yes	\$2,000.00	\$0.00	0.00%	0.00%
6	2	AP Testing	Yes	\$112,000.00	\$82,680.00	0.00%	0.00%
6	3	AVID Program and Tutoring	Yes	\$200,000.00	\$79,486.00	0.00%	0.00%
7	1	Targeted support for ELA and Math	Yes	\$200,000.00	\$179,174.00	0.00%	0.00%
7	2	K-5 Intervention Summer School	Yes	\$130,000.00	\$15,527.00	0.00%	0.00%
7	3	6-12 Intervention Summer School	Yes	\$80,000.00	\$0.00	0.00%	0.00%
7	4	.5 FTE Coordinator of MHS MTSS	Yes	\$75,000.00	\$64,084.00	0.00%	0.00%
8	1	Interventionists	Yes	\$375,000.00	\$164,368.00	0.00%	0.00%

8	2	Dual Language Immersion	Yes	\$1,000,000.00	\$1,466,017.00	0.00%	0.00%
9	1	Math Professional Development	Yes	\$200,000.00	\$212,249.00	0.00%	0.00%
10	1	PBIS, School Climate and Culture	Yes	\$55,000.00	\$55,629.00	0.00%	0.00%
10	2	Director of Secondary Education and Support Staff	Yes	\$295,000.00	\$371,838.00	0.00%	0.00%
10	3	Student Engagement Programs	Yes	\$470,000.00	\$596,570.00	0.00%	0.00%
10	4	Counselors and Social Workers	Yes	\$926,000.00	\$822,056.00	0.00%	0.00%
10	5	SRO	Yes	\$90,000.00	\$94,716.00	0.00%	0.00%
11	1	Naviance	Yes	\$30,000.00	\$23,492.00	0.00%	0.00%
11	2	Counselor PD-UC/CSU Specific	Yes	\$2,000.00	\$0.00	0.00%	0.00%
11	3	.5 FTE Wellness Centers Coordinator	Yes	\$86,000.00	\$77,833.00	0.00%	0.00%
11	4	40% Student Services Director and support staff	Yes	\$72,000.00	\$100,021.00	0.00%	0.00%
11	5	Arts Integration	Yes	\$176,000.00	\$177,345.00	0.00%	0.00%
11	6	Arts Director and support staff	Yes	\$90,000.00	\$62,601.00	0.00%	0.00%
11	7	CTE Pathways	Yes	\$50,000.00	\$0.00	0.00%	0.00%
11	8	Coding and Technology	Yes	\$75,000.00	\$74,191.00	0.00%	0.00%
11	9	Partial of MHS APs	Yes	\$237,000.00	\$308,354.00	0.00%	0.00%
11	10	Technology	Yes	\$750,000.00	\$646,966.00	0.00%	0.00%
11	11	CTO support for Empowered Learning & 21st Century Classrooms	Yes	\$50,000.00	\$27,987.00	0.00%	0.00%
11	12	Director of Ed Services	Yes	\$298,000.00	\$206,572.00	0.00%	0.00%

# 2023-2024 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)
\$54,167,775.00	\$7,804,763.00	4.95%	19.36%	\$8,557,597.00	0.00%	15.80%	\$1,928,372.79	3.56%

# Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

## Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

## Plan Summary

### Purpose

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

## Requirements and Instructions

### *General Information*

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

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

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

### *Reflections: Annual Performance*

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

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

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

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

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

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

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

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

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

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

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

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

#### **Schools Identified**

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

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

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

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

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

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

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

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

## **Engaging Educational Partners**



# Purpose

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

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

## Requirements

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

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

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

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

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

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

- Students

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

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

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

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

## Instructions

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

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

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

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

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

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

Educational Partners

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

### Process for Engagement

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

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

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

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

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

- Analysis of challenges or successes in the implementation of actions

## Goals and Actions

### Purpose

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

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

### Requirements and Instructions

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

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

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

### Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

**Focus Goal(s)**

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

#### Type of Goal

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

#### State Priorities addressed by this goal.

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

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

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

## ***Broad Goal***

### Description

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

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

### Type of Goal

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

### State Priorities addressed by this goal.

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

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

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

## ***Maintenance of Progress Goal***

### Description

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

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

#### Type of Goal

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

#### State Priorities addressed by this goal.

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

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

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

### ***Measuring and Reporting Results:***

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
  - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:



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

Complete the table as follows:

#### Metric #

- Enter the metric number.

#### Metric

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

#### Baseline

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

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

### Year 1 Outcome

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

### Year 2 Outcome

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

### Target for Year 3 Outcome

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

### Current Difference from Baseline

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

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

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

**Goal Analysis:**

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

**Actions:**

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

Action #

- Enter the action number.

Title

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

## Description

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

## Total Funds

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

## Contributing

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

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

## Required Actions

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

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

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

### Purpose

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

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

### Statutory Requirements

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

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

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

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

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

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

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

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

***For School Districts Only***

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

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

**Requirements and Instructions**

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

#### Projected Additional 15 percent LCFF Concentration Grant

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

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

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

#### LCFF Carryover — Percentage

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

#### LCFF Carryover — Dollar

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

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

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

## Required Descriptions:

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

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

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



Complete the table as follows:

**Identified Need(s)**

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

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

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

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

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

**Metric(s) to Monitor Effectiveness**

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

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

**Limited Actions**

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

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

Complete the table as follows:

**Identified Need(s)**

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

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

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

## Metric(s) to Monitor Effectiveness

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

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

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

## Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

Complete the table as follows:

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

# Action Tables

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

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

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

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

## Total Planned Expenditures Table

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

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

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

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

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

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

## Contributing Actions Table

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

## Annual Update Table

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

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

## Contributing Actions Annual Update Table

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

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

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

## LCFF Carryover Table

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

## Calculations in the Action Tables

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

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

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



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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

## ***LCFF Carryover Table***

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

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

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