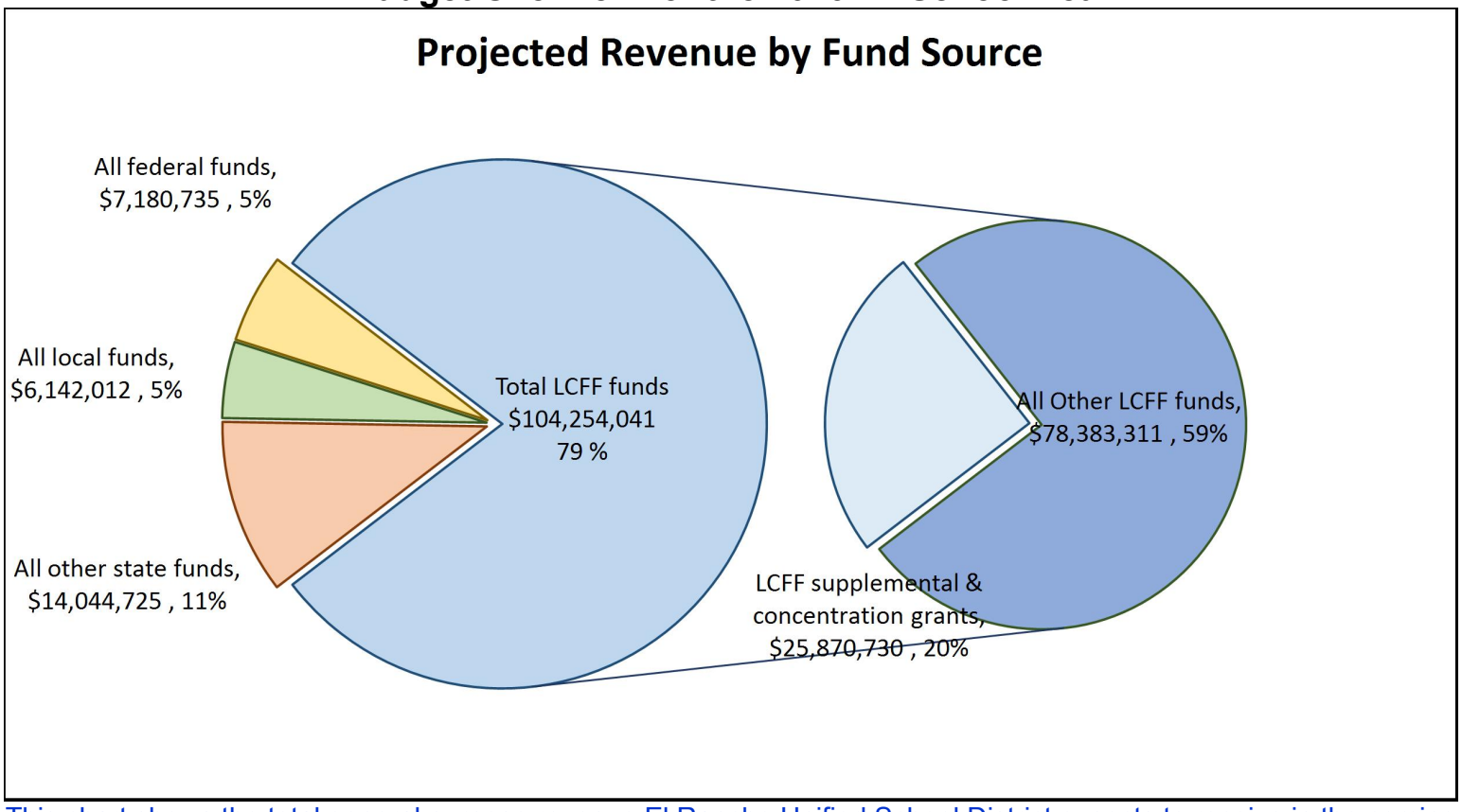
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: El Rancho Unified School District
CDS Code: 19645276013304
School Year: 2026-27
LEA contact information:
Dora Soto-Delgado
Interim Superintendent
ddelgado@erusd.org
(562) 801-7310

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 2026-27 School Year

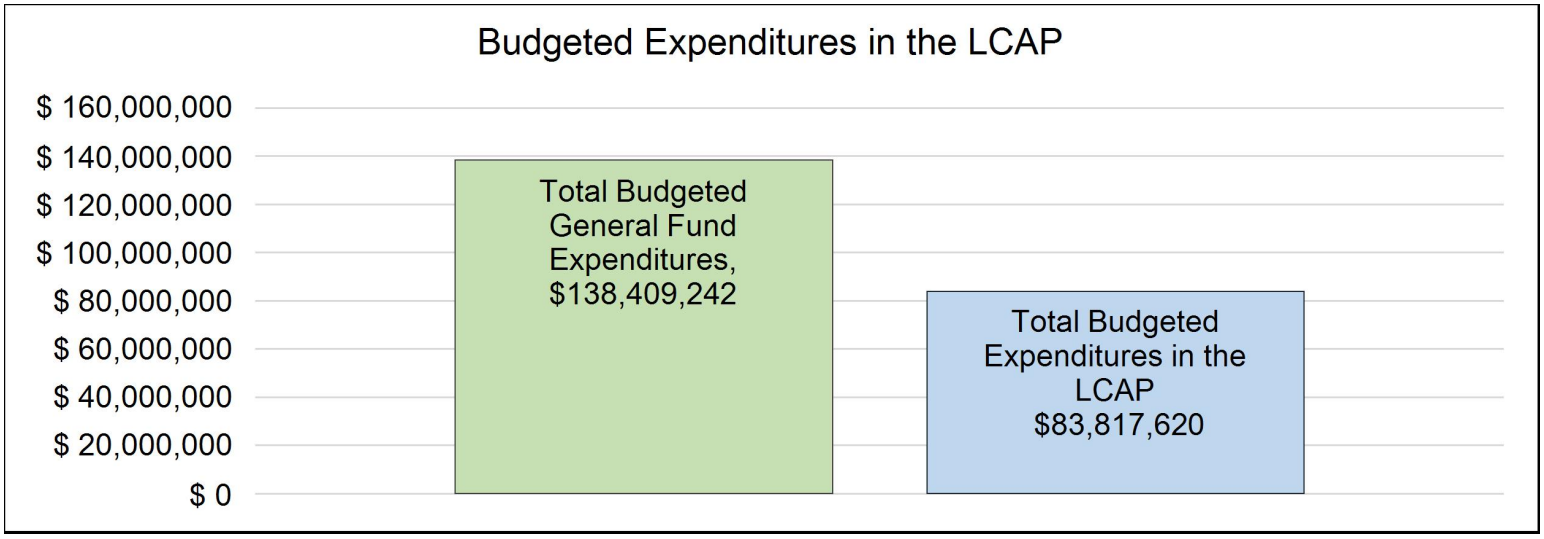


This chart shows the total general purpose revenue El Rancho Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for El Rancho Unified School District is $131,621,513, of which $104,254,041.00 is Local Control Funding Formula (LCFF), $14,044,725.00 is other state funds, $6,142,012.00 is local funds, and $7,180,735.00 is federal funds. Of the $104,254,041.00 in LCFF Funds, $25,870,730.00 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 El Rancho Unified School District plans to spend for 2026-27. 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: El Rancho Unified School District plans to spend $138,409,242.00 for the 2026-27 school year. Of that amount, $83,817,620.00 is tied to actions/services in the LCAP and $54,591,622 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

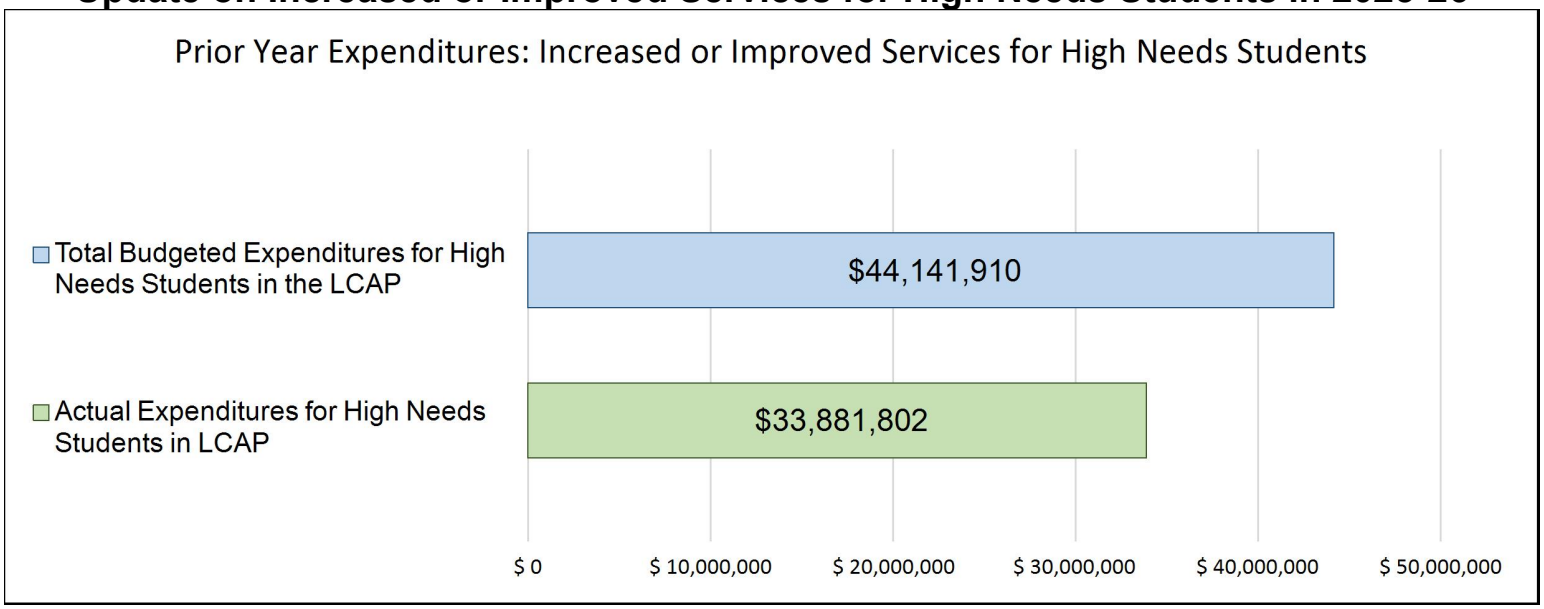
The district does not include operating expenses and capital expenditures for district-wide departments. The most significant general fund expenditures not included in the Local Control and Accountability Plan (LCAP) are primarily related to the salaries of administrators, certificated staff, classified staff, and support staff and expenditures that are not funded through LCFF and not specific to the goals, actions and services in the Local Control and Accountability Plan (LCAP). In addition, these may include expenditures such as school facilities and maintenance that involves staffing, equipment, repair, and contracts. Other general fund expenditures are related to school programs and general overhead.

Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

In 2026-27, El Rancho Unified School District is projecting it will receive $25,870,730.00 based on the enrollment of Foster Youth, English learner, and low-income students. El Rancho Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. El Rancho Unified School District plans to spend $37,554,684.00 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 2025-26



This chart compares what El Rancho 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 El Rancho 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 2025-26, El Rancho Unified School District's LCAP budgeted $44,141,910.00 for planned actions to increase or improve services for high needs students. El Rancho Unified School District actually spent $33,881,802.00 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of $10,260,108 had the following impact on El Rancho Unified School District's ability to increase or improve services for high needs students:

The difference between the budgeted and actual expenditures of $10,260,108 had the following impact on El Rancho Unified School District's ability to increase or improve services for high needs students:
The expenditure variance of $10,260,108 between budgeted and actual amounts influenced El Rancho Unified School District's capacity to enhance or expand services for high-needs student populations. Due to these constraints, certain initiatives were not fully implemented, including Action 2.10 (Wellness Centers), which were not established at all school sites, and Action 2.16 (Board Certified Behavior Analysts), which remained unfilled. Additionally, under Action 3.10, the district was unable to fill all originally budgeted positions.

Conversely, alternative funding streams, including federal and grant allocations, allowed ERUSD to fully or partially execute several key initiatives. Fully funded initiatives included Action 2.9 (College Tutors), Action 2.4 (Parent Workshops), Action 2.3 (Mental Health Counselors), and Action 2.13 (Student Services). Initiatives that received partial support from these federal and grant funds included Action 3.2 (Extended Learning Opportunities), Action 2.14 (Student Engagement Beyond the School Day), Action 3.13 (Professional Development to Support ELs), and Action 3.4 (Academic Programs).

Moving forward, ERUSD remains committed to prioritizing resource allocation to foster student success and overall well-being. In response to student needs, the district plans to advance the rollout of enhanced classroom instructional supports and learning materials. Furthermore, ERUSD will continue its efforts to assign a dedicated Parent Liaison to every campus, reinforcing its commitment to community and family outreach through dedicated budget allocations for engagement programs and upgraded communication infrastructure.

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
El Rancho Unified School District	Dora Soto-Delgado Interim Superintendent	ddelgado@erusd.org (562) 801-7310

Plan Summary [2026-27]

General Information

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

The vision of El Rancho Unified School District is "Inspiring learners to thrive in an ever-changing world." The mission statement is "We create opportunities for growth and success."

El Rancho Unified School District serves approximately 6,740 TK-12 students, 198 students in state preschool, and 823 enrollees in the Adult School program. We have a total of 13 schools, comprised of 8 elementary schools, 3 middle schools, 1 high school, and 1 alternative high school. Support programs for at-promise students include after-school intervention, online credit recovery, and summer school programming. Our student population has approximately 12.58% English learners (EL), with the majority speaking Spanish. Our student population identifies with the following ethnic groups: 97.11% Hispanic/Latino, 1.24% White, 0.56% Asian, 0.43% Filipino, 0.27% African American, and 0.25% Two or more races. Approximately 74.45% of our students are classified as socio-economically disadvantaged.

The El Rancho Unified School District prides itself on providing dedicated, experienced professionals who are committed to providing an innovative and excellent education that fosters achievement and success for all students. Stellar visual and performing arts programs, competitive academic and athletics opportunities, International Baccalaureate education programs at one high school, and a variety of career technical education classes are some of the many programs that enrich our students' education. Ethnic Studies courses, foreign languages, project-based and Science, Technology, Engineering, and Math-infused learning enhance students' opportunities to engage in rigorous, relevant, and meaningful learning experiences daily. The district will continue to support every student to maximize his or her potential by increasing student achievement across multiple measures, as well as fostering students' social-emotional learning and overall well-being. Our district includes one site that is receiving Equity Multiplier Funding: Ruben Salazar High School.

Reflections: Annual Performance

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

A review of currently available student performance data reveals growth on some key metrics. We were able to identify some areas where we made growth within the categories of the College and Career Indicator. In 2025 we saw an increase of 3.6% in the number of students considered college and career ready based on CTE pathway completion. We also saw a 28.7% increase in the number of students considered college and career ready based on AP exam scores. Our CTE Pathway completion rate also increased by 2.9%. Additionally, our students demonstrated growth in the area of math, with a 6 point increase in their distance from standard. We also noted improvement in our English Learner Progress indicator with an increase of 5.9%, with three of our school sites (South Ranchito, Magee, and the Virtual Learning Academy) earning a green indicator in the California School Dashboard, and four sites (North Ranchito, STEAM Academy, Rio Vista, and Rivera Elementary) earning a blue indicator. Finally, the graduation rate in ERUSD continues to be an area of success with 2025 dashboard data showing the district graduation rate grew from 93.4% to 94.7% which is 7.2% above the statewide graduation rate.

During our reflection, we also found that there is room for improvement in some areas. In 2025, the California School Dashboard showed that we still need to find ways to improve student attendance. Three school sites (North Park, Magee, and Valencia) earned a red indicator for Chronic Absenteeism while one school (STEAM Academy) earned an orange in the same area. In addition, four student subgroups (LTEL's, Foster, Homeless, and Students with Disabilities) received the lowest performance level on one or more state indicators on the California School Dashboard in 2025. Our Students with Disabilities received red indicators in four of the seven areas of the dashboard. Based on this data, as well as current local assessment data, we recognize that there is a need to continue providing additional support services for all subgroups, specifically in the area of English Language Arts, where three out of the four subgroups received a red indicator. We see that these students continue to perform at a significantly lower level than their peers in ELA. This data indicates that there is a need to provide more guidance, support, and professional development that will lead to improving instructional strategies used to teach our students.

The 2023 California Dashboard data showed that growth was necessary for various student groups at our school sites. Within our LEA, 9 schools received the lowest performance level on one or more stat indicators on the 2023 Dashboard. Durfee Elementary's English Learner subgroup received a red indicator for Chronic Absenteeism. Rio Vista Elementary's Students with Disabilities received a red indicator in ELA. South Ranchito Dual Language Academy's English Learners received a red indicator in ELA, and their Students with Disabilities received a red indicator for Chronic Absenteeism. Valencia Academy of the Arts' Students with Disabilities received a red indicator in suspension. North Park Academy of the Arts' Socioeconomically Disadvantaged students received a red indicator in Mathematics, their Hispanic students received a red indicator in Mathematics, and their English Learners received a red indicator in both ELA and Mathematics. North Park also had a red indicator for all students in mathematics. Rivera Middle School's Socioeconomically Disadvantaged students received a red indicator in Mathematics and Suspensions, their Hispanic students received a red indicator in Mathematics and Suspensions, and their English Learners received a red indicator in ELA,Mathematics, English Learner Progress, and Suspensions, and their Students with Disabilities received a red indicator in ELA. RIvera Middle School also had a red indicator for all students in mathematics and in suspension. STEAM Academy @ Burke's Students with Disabilities received a red indicator in ELA and Math, and their English Learners received a red indicator in Chronic Absenteeism. El Rancho High School's Students with Disabilities received red indicators in Mathematics and

Suspensions. Salazar Continuation School's Hispanic students and Socioeconomically Disadvantaged students received red indicators in the College and Career Indicator and in Suspensions, and their Students with Disabilities received a red indicator in Suspensions. Salazar Continuation School also had a red indicator for all students in suspensions and the College and Career Indicator. Finally, the 2023 California Dashboard showed that four student groups in El Rancho Unified School District received the lowest performance level on one or more state indicators. In 2023, ERUSD English Learners received red indicators in both ELA and Mathematics, our Foster Youth group received a red indicator in ELA, Mathematics, Chronic Absenteeism, and Suspensions, our Students with Disabilities received a red indicator in ELA, our Homeless student group received a red indicator in the College and Career Indicator, and our White subgroup received a red indicator in Chronic Absenteeism.

ERUSD will not have unused LREBG funds for the 2025-2026 school year. All 2025-2026 LREBG funds will have been spent during the school year in Action 1.1. The 2026-2027 LREBG funds will be used in Action 5.7 Credit Recovery and are included in this plan. The LREBG funds will partially fund this action. This action is aligned with the following LREBG allowable uses: B.ii Learning recovery programs and materials designed to accelerate pupil academic proficiency or English Language proficiency or both and D. Access to instruction for credit-deficient pupils to complete graduation or grade promotion requirements and to increase or improve pupils' college eligibility. This action will help address the needs of students at Ruben Salazar High School which has the following assessments needs, 52.94% of students with low achievement levels in ELA and a 100% in math. In addition, 75.6 % ELs, 72.4% SWD, 75.8% Socioeconomically Disadvantaged are experiencing Chronic Absenteeism.

Reflections: Technical Assistance

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

Based on 2024 Dashboard data, El Rancho Unified School District is eligible for differentiated assistance through the state-determined criteria: LTEL and Students with Disabilities performance in two or more Local Control Funding Formula (LCFF) state priority areas. For LTEL's the state priority areas are:

- Pupil Achievement (Priority 4), Red on the ELA or Math Indicator and Orange on the other indicator
- Outcomes in a Broad Course of Study (Priority 8), Red on the College/Career Indicator

For Students with Disabilities, the state priority areas are:

- Pupil Achievement (Priority 4), Red on the ELA or Math Indicator and Orange on the other indicator -School Climate (Priority 6), Red on the Suspension Rate Indicator
- Outcomes in a Broad Course of Study (Priority 8), Red on the College/Career Indicator

Based on 2025 Dashboard data, El Rancho Unified School District is eligible for differentiated assistance through the state-determined criteria: Foster Youth and Students with Disabilities student groups performance in two or more Local Control Funding Formula (LCFF) state priority areas.

For Foster Youth the state priority areas are:

- Pupil Achievement (Priority 4), Red on the ELA or Math Indicator and Orange on the other indicator
- School Climate (Priority 6), Red on Suspension Rate Indicator

For Students with Disabilities, the state priority areas are:

- Pupil Achievement (Priority 4), Red on the ELA or Math Indicator and Orange on the other indicator
- Outcomes in a Broad Course of Study (Priority 8), Red on the College/Career Indicator

In response to these designations, El Rancho Unified School District has implemented actions to address the specific needs of these two populations and will continue this work moving forward.

To address Pupil Achievement (Priority 4), the district is continuing the implementation of Action 3.1 by providing professional development and supporting how teachers identify and respond to student learning needs, particularly for foster youth and students with disabilities. This includes the application of Universal Design for Learning (UDL) to ensure instructional practices reduce barriers and increase access to grade-level content in ELA and mathematics. This is complemented by Action 3.2, which provides students with additional time and support through extended learning opportunities, as well as access to programs such as AVID Excel. Together, these actions support improved academic outcomes for foster youth and students with disabilities.

Needs related to School Climate (Priority 6), particularly for foster youth, are addressed through systems of behavioral support. Action 2.8 has established a foundation for Positive Behavioral Interventions and Supports (PBIS), while Action 2.7 provides additional personnel to support implementation at the classroom level. These coordinated efforts are intended to reduce suspension rates and promote more positive learning environments.

To address Outcomes in a Broad Course of Study (Priority 8), the district has expanded access and participation in programs supported through Action 3.4, including AVID, Project Lead the Way, Dual Enrollment, and CTE, while collaborating with departments to ensure students with disabilities are meaningfully included. Additionally, through Action 3.9, the district is strengthening college and career readiness efforts by increasing access to counseling, activities, and instructional materials that support post-secondary planning. These efforts are intended to improve college and career readiness outcomes for students with disabilities.

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.

There are no schools in our school district that are currently identified for Comprehensive Support and Improvement.

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
Parent/Community Meeting, including: SELPA (SPED) Administrator, Elementary, Middle School and High School Teachers, Administrators and Principals Ruben Salazar High School parents, students, and other school personnel, and Principals Classified Employee Meeting (California School Employees Association (CSEA)-Classified Bargaining Unit), Certificated Employees (El Rancho Federation of Teachers (ERFT)-Certificated Bargaining Unit) and High School Students	In the Spring of 2026, El Rancho Unified School District initiated an extensive process to engage its educational partners in developing both its LCAP goals and its action items for its 2026-27 LCAP plan. This process included three LCAP meetings and multiple LCAP surveys for staff, community partners and students. Each LCAP community meeting included students, parents, teachers, community members, administrators, union representatives, other school personnel, principals and SELPA representatives. The three topics addressed were: a review of the LCAP process and the five goals, data analysis to identify needs based on identified metrics, and the opportunity to provide feedback on current actions and possible future actions. Parents and students expressed appreciation for the current actions but requested expansion of in-class academic tutors at the high school level. Three surveys were created and distributed to the community, staff and students to provide a greater opportunity for input into the needs of our district and the current areas of success. There were 245 responses received for the staff survey; 269 for the parent survey and 2,605 responses for the student survey. During a School Board meeting, a presentation of the draft LCAP was provided for review and comment.

Educational Partner(s)	Process for Engagement
	Feedback offered by stakeholder groups is summarized below. All community members were informed of the opportunity to provide written comments regarding specific actions and expenditures in 2026-27 Local Control Accountability Plan for El Rancho Unified School District. Participants of engagement sessions were also informed that they would be able to submit written comments. (*Note: The LCAP was made available to all community members electronically with the agenda for the public hearing and the community was notified of the availability of a printed copy at the ERUSD District Office). A public hearing was held on June 23, 2026, and ERUSD's school board approved the LCAP on June 30, 2026.
Ruben Salazar High School parents, students, other school personnel, and Principal	On May 12th, during Ruben Salazar's School Site Council Meeting, feedback was gathered on the LCAP Goals, Actions, and Metrics with a focus on Goal 5 (Equity Multiplier Goal). Three surveys were created and distributed to the community, staff, other school personnel, and students to provide a greater opportunity for input into the needs of our district and the current areas of success. These were filtered for Ruben Salazar responses.
District Advisory Committee District English Learner Advisory Committee	A draft of the LCAP was provided for review and comment to the District Advisory Committee and District English Learner Advisory Committee. Written responses to comments shared by DAC/DELAC were emailed to all who attended and the document was posted in English and Spanish on the district webpage.

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

During our LCAP meetings, which included all the groups listed above, the need to continue making mental health counselors available was expressed. There were clear concerns about student mental health and the need for ongoing support for students, therefore we will continue to employ mental health counselors district-wide. They would like more educational workshops and academic support through college tutors. Upgrading and maintaining school facilities remained a key priority. They also expressed an interest in providing more training for support staff. All of these actions are included in our LCAP. In analysing the three surveys that were administered, we saw the following themes arise.

LCAP Student Survey:
Facilities and Resources Need Attention

Students also noted inadequate custodial support to address restroom and classroom cleanliness. They also requested classes that focus on real-life skills, such as completing and paying taxes.

LCAP Staff Survey:
Student Behavior Support is a Top Concern
This was the most frequently raised issue. Many staff, particularly at the elementary level, feel there is insufficient behavioral and emotional support in classrooms. Respondents called for more aides, behavior specialists, and training (specifically CPI and CPR), and several noted that unaddressed student behavior is disrupting instructional time.

Facilities and Resources Need Attention
Staff noted aging infrastructure — cracked floors, leaky ceilings, broken windows, insect infestations, and inadequate custodial staffing. There were also concerns about technology purchases being made without teacher input, while basic classroom supplies remain underfunded.

LCAP Community Survey (including parents)-- Parents echoed staff concerns about the cleanliness of facilities. Additionally, parents requested expanded academic support options, including field trips, specifically for real-world/career exploration. They also commented on more SPED inclusion in sports.

DAC/DELAC Meeting Feedback: Feedback provided during DAC/DELAC meetings influenced the development of the adopted LCAP by highlighting priorities related to student safety, parent engagement, academic enrichment, and student support services. Educational partners recommended maintaining the presence of official officers on and around campuses to support school safety and positive community relationships. Parents also emphasized the importance of offering workshops at flexible times to increase participation and accessibility. Additional feedback supported expanding opportunities for student engagement through Science Fairs and Art Shows across all grade levels, strengthening collaboration among English Learner staff across school sites, and continuing student support and advisement periods at Ruben Salazar High School to promote academic achievement and social-emotional well-being. These recommendations were considered and incorporated into the district’s planning and actions within the adopted LCAP.

LCAP Administrators/Principals Meeting— Feedback provided by administrators during the Local Control and Accountability Plan (LCAP) review process influenced the development and refinement of actions, services, and resource allocations within the adopted LCAP. Educational partners reviewed progress toward district goals, identified areas of success, and highlighted areas requiring continued improvement and targeted support.

The adopted LCAP was influenced by feedback gathered from educational partners, including students, parents, staff, administrators, bargaining units, and community members through surveys, meetings, advisory committees, and stakeholder engagement sessions. Educational partners identified the need for increased student engagement, social-emotional supports, positive school climate initiatives, and additional mental health resources to better support students’ academic and personal success.

As a result of this feedback, the District included actions focused on strengthening Tier I social-emotional supports, expanding targeted interventions for Tier II students, and providing trauma-informed care training for teachers and staff. Educational partners also emphasized the importance of creating supportive and inclusive learning environments where students feel connected, safe, and engaged in school. In response, the adopted LCAP includes actions that enhance student wellness services, improve staff capacity to support student needs, and increase opportunities for meaningful student engagement and relationship-building across school sites.

For Goal 1, administrators noted that Action 1.8 met its Year 3 outcome during Year 2 implementation, demonstrating success in recruiting and retaining highly qualified staff to support student achievement. Feedback emphasized that maintaining qualified personnel has positively impacted instructional programs and student services. Administrators also identified an ongoing need for funding to support basic student needs, including medical screenings and student wellness services. As a result, the adopted LCAP continues to prioritize staffing support and student wellness resources.

For Goal 2, administrators recognized increased survey participation and continued stakeholder engagement efforts. However, feedback indicated that parent participation and involvement opportunities should continue to improve. Administrators also noted a slight decrease in suspension rates, reflecting progress in school climate and behavioral supports. This feedback influenced continued investments in family engagement strategies, restorative practices, and student support systems within the adopted LCAP.

For Goal 3, administrators shared that data demonstrates overall progress across measured areas when compared to baseline data, including a 6% increase in Career Technical Education (CTE) pathway participation and completion. Although Year 2 data reflected some inconsistencies and a temporary decline, trends remained above baseline levels. Educational partners emphasized the need for targeted actions and interventions for socioeconomically disadvantaged students and students with disabilities (SWD). In response, the adopted LCAP continues to prioritize differentiated academic supports, intervention services, and expanded college and career readiness opportunities for student groups requiring additional support.

For Goal 4, administrators highlighted positive progress for English Learners, including increases in students progressing or maintaining their English Language Proficiency Indicator (ELPI) levels and improved Mathematics CAASPP performance. However, educational partners identified English Language Arts (ELA) CAASPP performance for English Learners as an area requiring additional attention and support. This feedback influenced continued implementation of targeted instructional strategies, English Learner supports, intervention programs, and professional development focused on literacy achievement.

For Goal 5, administrators reported increases in College and Career Readiness indicators while also identifying concerns regarding suspension rates for Special Education students and Hispanic students. Educational partners emphasized the need to reduce suspension rates and improve mathematics achievement for all students to meet academic standards. As a result, the adopted LCAP includes continued investments in academic interventions, culturally responsive supports, positive behavioral interventions, restorative practices, and expanded student engagement and college/career readiness opportunities

Ruben Salazar High School (Equity Multiplier) — This meeting included students, parents, and staff. Educational partners expressed a strong interest in expanding Career Technical Education (CTE) pathway offerings beyond the current Regional Occupational Program (ROP)

pathways in Life Management and Health Services. Specifically, students and families identified a desire for additional pathways such as welding, barbering, cosmetology, culinary arts, and automotive programs. As a result of this feedback, the adopted LCAP includes consideration and planning for expanded CTE opportunities at Ruben Salazar High School to increase the number of students graduating College and Career Ready through CTE pathway completion and career exploration opportunities.
Stakeholders also expressed support for continuing the Feet First Program on campus, while recommending improvements to the master schedule to better align services and supports with student needs. Feedback regarding the Student Support/Advisement Period was largely positive, with students reporting that the program was beneficial in supporting academic and personal success. However, stakeholders also recommended adjustments to the schedule to improve effectiveness and accessibility. This feedback influenced continued refinement of student support structures and scheduling practices within the adopted LCAP.

Educational partners, including teachers, administrators, staff, students, and parents, identified the need for increased academic support in mathematics, strengthened instructional practices, and enhanced collaboration opportunities for teachers. Feedback emphasized the importance of providing professional development, standards-aligned curriculum support, and targeted strategies to address diverse student learning needs and improve student achievement outcomes. As a result, the adopted LCAP includes actions focused on providing specific mathematical support for instructors at Ruben Salazar High School through professional learning, collaborative lesson design, data-informed instruction, and targeted student support strategies to strengthen rigorous and engaging classroom instruction.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	All students will receive standards-aligned instruction and access to a broad course of study from highly qualified teachers in safe, clean, sustainable, resilient and welcoming facilities.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

El Rancho Unified School District is committed to offering an optimal learning environment for all students by promoting academic excellence and student success. We will provide a high-quality education to all students by ensuring that students receive standards-aligned instruction and courses, taught by highly qualified teachers.
In addition, our focus on maintaining safe, clean, and welcoming facilities reflects our commitment to create a positive learning environment that supports the academic development and social well-being of every student. This commitment extends to building a sense of belonging and community within our schools, which is essential for student engagement and achievement. It is through quality instruction and learning materials in well maintained and functional facilities that will place students on a trajectory for success after graduation.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Number of Williams Complaints Submitted Annually	There were no Williams Complaints filed for the 2022-2023 school year in regards to facilities.	There were no Williams Complaints filed for the 2023-2024 school year in regards to facilities.	There were no Williams Complaints filed for the 2024-2025 school year in regards to facilities.	No Williams Complaints	No Williams complaints; no change
1.2	Appropriately assigned and fully credentialed teachers	98% Fully Credentialed in 2023-24 99% Properly Assigned in 2023-24	For 2024-2025: Fully Credentialed in 2024-2025: 99%	For 2025-2026: Fully Credentialed in 2025-2026: 98%	100% Fully Credentialed 100% Properly Assigned	Fully Credentialed: No change Properly Assigned: .6% Increase

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Properly Assigned in 2024-2025: 100%	Properly Assigned in 2025-2026: 99.6%		
1.3	Standards Aligned Instructional Materials	All students had access to standards aligned instructional material in 2023-2024.	All students had access to standards aligned instructional materials thus far for the 2024-2025 school year.	All students have access to standards aligned instructional materials thus far for the 2025-2026 school year.	All students have access to standards aligned instructional material	All students have access to standards aligned instructional materials; no change
1.4	Facilities maintained in good repair	All facilities are maintained in good repair for the 2023-2024 school year.	For the 2024-2025 school year one school site in exemplary repair, nine schools are in good repair, and three schools are in fair repair.	For the 2025-2026 school year one school site in exemplary repair, eight schools are in good repair, and four schools are in fair repair.	All facilities are maintained in good repair	One school increase from good to excellent and 4 schools decreased from good to fair and 8 sites remained in good repair
1.5	Implementation of the academic content and performance standards adopted by the state board	El Rancho Unified School district is in full implementation of the Common Core Standards for ELA and Math and is working towards full implementation of the NGSS, ELD and other content standards for the 2023-2024 school year.	ERUSD is in full implementation of the Common Core Standards for ELA and Math and is working towards full implementation of the NGSS, ELD and other content standards for the 2024-2025 school year.	ERUSD is in full implementation of the Common Core Standards for ELA, Math, NGSS, ELD and other content standards for the 2025-2026 school year.	El Rancho Unified School district is in full implementation of the Common Core Standards for ELA ,Math, NGSS, ELD and other content standards.	No change in ELA and Math and NGSS and ELD are fully implemented
1.6	Percentage of students enrolled in dual enrollment	During the 2023-24 school year, 4.1% of students enrolled in dual enrollment through	During the 2024-25 school year, 6% of students enrolled in dual enrollment through	During the 2025-26 school year, 4.5% of students enrolled in dual enrollment through	10% of students enrolled in dual enrollment through our early high	.4% Increase

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		our early high school college academy.	our early high school college academy.	our early high school college academy.	school college academy.	
1.7	Percentage of students enrolled in Career Technical Education	During the 2023-24 school year, 31.5% of high school students enrolled in Career Technical Education.	During the 2024-25 school year, 30% of high school students enrolled in Career Technical Education.	During the 2025-26 school year, 37.7% of high school students enrolled in Career Technical Education.	40% of high school students enrolled in Career Technical Education.	6.2% Increase
1.8	Percentage of students enrolled in honors/Advanced Placement/International Baccalaureate	During the 2023-24 school year, 35.6% of high school students enrolled in honors/Advanced Placement/International Baccalaureate courses.	During the 2024-25 school year, 40% of high school students enrolled in honors/Advanced Placement/International Baccalaureate courses.	During the 2025-26 school year, 42% of high school students enrolled in honors/Advanced Placement/International Baccalaureate courses.	40% of high school students enrolled in honors/Advanced Placement/International Baccalaureate courses.	6.4% Increase

Goal Analysis [2025-26]

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

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

The district successfully executed the majority of Goal 1 actions during the current reporting period. Key milestones include:
Action 1.1: The district successfully staffed classrooms and provided ongoing support to teachers serving English Learners using Learning Recovery Emergency Block Grant (LREBG) funds to support students at Ruben Salazar High School with credit recovery opportunities, helping students earn needed credits toward graduation. The district maintained appropriate staffing levels and continued to support teachers through professional learning focused on evidence-based instructional practices for English Learners.
Action 1.3: Was partially implemented due to a delay in projects that were not completed this school year.
Action 1.4: Students maintained access to standards-aligned instructional materials, including instructional manipulatives and online resources/platforms across the TK-12 grade span.
Action 1.5: The district continued implementation of its two-year Teacher Induction Program, providing mentoring and job-embedded support for new teachers with a focus on English Learner instructional practices.

Action 1.6: Nurses, LVNs, and health clerks continued providing health services, wellness support, referrals, and outreach services to support student health and wellbeing, particularly for low-income students.
General Implementation: Action 1.2 was fully implemented as originally designed during the reporting period.
While the majority of the goal was met, the district navigated the following complexities:
Staffing & Retention (Action 1.1): Recruitment and retention of qualified certificated staff continued to present implementation challenges in some areas.
Health Services Access (Action 1.6): While health services continued to be provided across the district, expanding access to services and supports for all students remained an ongoing area of focus.

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.

Within Goal 1, there are several actions that differ between Budgeted Expenditures and Estimated Actual Expenditures.
Highly Qualified Staff (Action 1.1): Actual expenditures were lower than budgeted expenditures due to staffing vacancies, employee turnover, and salary and benefit costs that were lower than originally projected. Despite the expenditure difference, the action was substantially implemented as planned. LREBG resources were used at Salazar High School to support students with credit recovery.
Maintaining Safe Facilities (Action 1.3): Actual expenditures were lower than budgeted because several planned facility improvement projects were delayed and not completed during the year. Expenditures primarily supported routine maintenance and repairs to maintain safe and functional learning environments. The difference between the budgeted amount of $7,460,424 and the actual expenditure of $2,895,967 is $4,564,457. The district will continue addressing these facility projects in future years as part of ongoing improvement efforts.
Instructional Materials (Action 1.4): Actual expenditures were lower than budgeted because instructional materials were purchased at lower costs than anticipated and some planned purchases were adjusted based on inventory and student needs. Students continued to have access to required instructional materials. The difference between the budgeted amount of $1,668,780 and the actual expenditure of $1,161,219 is $507,561.
Teacher Induction Program (Action 1.5): Actual expenditures were lower than budgeted because fewer teachers participated in the induction program than originally projected, resulting in reduced program costs. All eligible teachers continued to receive induction support and mentoring services. The difference between the budgeted amount of $352,000 and the actual expenditure of $275,000 is $77,000.

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

1.1 Highly Qualified Staff- has been largely effective in supporting LCAP Goal 1. The district maintained 98% of teachers fully credentialed and 99.6% properly assigned. While this reflects strong implementation, the district did not meet the 100% target, indicating this action was not fully effective in achieving the intended outcome.
1.2 Librarian and Library Media Technician Support: The LCAP metric for Librarian and Library Media Technician support was partially effective. The District’s overall 2024–25 graduation rate increased to 94.7%, representing a 1.18% increase from the baseline. Graduation outcomes for student groups were mixed. The English Learner graduation rate increased to 81.0%, a 6.3% increase from the prior year, and the Socioeconomically Disadvantaged student graduation rate increased to 94.5%, a 2.8% increase. However, the Foster Youth graduation rate declined to 84.2%, representing a 5.8% decrease.

Foster Youth performance in ELA CAASPP declined from 33.34% in 2023–24 to 25.81% in 2024–25, while Math increased from 16.67% to 18.75%. Socioeconomically Disadvantaged students demonstrated growth, increasing from 36.61% to 37.53% in ELA and from 21.73% to 27.32% in Math. English Learners also showed improvement, increasing from 8.82% to 9.71% in ELA and from 8.28% to 9.04% in Math. These results demonstrate that library and media services continue to contribute positively to student engagement, access to learning resources, graduation outcomes, and academic achievement. However, because achievement and graduation results were not consistently improved across all student groups, particularly Foster Youth, the metric is considered partially effective, and additional efforts are needed to accelerate learning and close performance gaps.
1.3 Maintaining Safe Facilities has been partially effective in providing safe and clean learning environments. While one site remains in exemplary condition, the number of schools in “good” repair decreased and those in “fair” repair increased. This suggests the action has not been fully effective in maintaining all facilities at the desired standard.
1.4 Instructional Materials has been highly effective. All students have consistently had access to instructional materials across all years, demonstrating strong implementation and alignment with the goal.
1.5 Teacher Induction Program demonstrated partial effectiveness in supporting improved outcomes for English Learners. While the percentage of English Learners meeting or exceeding standards increased in Mathematics by 1.44% from baseline, ELA performance decreased by 0.9% from baseline. The district will continue to provide induction support and mentoring focused on effective instructional practices for English Learners to improve student outcomes.
1.6 Student Health and Wellbeing demonstrated mixed effectiveness in supporting academic outcomes for unduplicated student groups. Foster Youth showed a 19 DFS improvement in ELA performance, while Mathematics performance declined 11.1 DFS. Socioeconomically Disadvantaged students improved in both ELA, from -37.1 DFS to -35.3 DFS, and Mathematics, from -83.3 DFS to -71 DFS. These results indicate progress for Socioeconomically Disadvantaged students and in ELA outcomes for Foster Youth, while continued support is needed to improve Mathematics achievement for Foster Youth.

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

Based on the analysis of Year 2 implementation and outcome data, no substantive changes were made to the planned goal, metrics, or target outcomes for the coming year, with the exception of actions 1.3 and 1.4. Funds for actions 1.3 and 1.4 have been reduced, however the services aren't changing. The district will continue implementation of existing actions in order to maintain consistency and allow for a more complete evaluation of their impact over time.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Highly Qualified Staff	ERUSD will recruit and retain highly qualified teachers and ensure adequate certificated staffing who will provide designated and integrated english langauge development instruction for English Learner students.	$39,851,366.00	No
1.2	Librarian and Library Media Technician Support	Our certificated Librarian and Library media techs help support the library used by low income, English learners and foster youth. The librarian and techs aid in book selection, book maintenance, and upkeep of an overall positive library environment for these students who may not otherwise have opportunities to visit the city library. ERUSD's librarian and library media techs play a crucial role in supporting English learner (EL) students by curating language learning resources, offering multilingual materials, and promoting digital literacy. Their commitment to promoting literacy and language development make them valuable allies in the educational journey of English learners. School libraries play a vital role in fostering the development of youth by providing access to resources, promoting literacy and reading skills, encouraging independent learning, and providing a safe and inclusive space. Our library staff ensures that our school libraries are equipped to play these vital roles. This may include work in the summer to prepare and update library materials for students.	$1,386,000.00	Yes
1.3	Maintaining Safe Facilities	Provide facilities and maintenance staff to maintain an optimal learning environment that is clean, safe and well maintained.	$3,400,000.00	No
1.4	Instructional Materials	Provide access to the range of instructional materials (i.e. manipulatives and online resources/platforms) needed to fully access core content across the TK-12 grade span.	$950,000.00	No
1.5	Teacher Induction Program	Provide a two-year job-embedded individualized induction program that is focused on extensive support and mentoring for new teachers in their first and second year of teaching with a focus on English Learner instructional support.	$275,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.6	Student Health and Wellbeing	Our population of low income students have demonstrated a need for health services. Additional registered nurses, LVN's and site health clerks address the health needs of low income students by promoting wellness, referring students to appropriate services, and providing families to access appropriate health care services. Nurses, LVN's, and Health Clerks are key components of health services for students. In addition to responding to the immediate health needs of low income students, they lead the district's efforts to proactively identify health needs and provide or connect students and families to the appropriate services and resources. Nurses also engage in outreach to provide important health information and education to students and families. Two of our four registered nurses, four of our six LVN's, and three of our thirteen health clerks address the physical needs of low-income students, who often times are not seen by a medical care professional. Students are supported in their learning process through educating and promoting wellness.	$950,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	El Rancho USD will create an inclusive environment that fosters a feeling of safety and belonging among all students, parents, and staff.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

At El Rancho Unified School District, we prioritize the engagement of all our educational partners, including students, families and staff in the educational process. We want to ensure that everyone feels welcome and has access to their schools and district. We are committed to providing our students with a comprehensive and robust instructional program in a safe and welcoming school environment.
We want to create an inclusive environment that promotes a sense of safety and belonging for all the educational partners within our school community. This commitment reflects our values of equity, respect, and diversity, ensuring that every student, parent, and staff member feels valued and supported in their educational journey. We want to aim to enhance our students' well-being, academic success, and overall community engagement by the inclusive and safe environments that our schools and district offer.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Staff LCAP Surveys	In 2023-2024, 61.3% of Staff Report Feeling Engaged by ERUSD as an educational partner	In 2024-2025, 69.3% of Staff Report Feeling Engaged by ERUSD as an educational partner	In 2025-2026, 83.9% of Staff Report Feeling Engaged by ERUSD as an educational partner	70% of Staff Report Feeling Engaged by ERUSD as an educational partner	Increase of 22.6%
2.2	Parent LCAP Surveys to gauge participation	On the 2023-2024 LCAP Parent Survey 56.67% of parents report participating in	On the 2024-2025 LCAP Parent Survey 63.8% of parents report	On the 2025-2026 LCAP Parent Survey 65.9% of parents report	On the LCAP Parent Survey 65% of parents report participating	9.23% Increase of parents report participating in

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		district sponsored activities (i.e. PTA, School Site Council, performances, festivals, ceremonies, etc.) On the 2023-2024 LCAP Parent Survey 53.49% of English Learner parents report participating in district sponsored activities On the 2023-2024 LCAP Parent Survey 56% of Low Income parents report participating in district sponsored activities	participating in district sponsored activities (i.e. PTA, School Site Council, performances, festivals, ceremonies, etc.) On the 2024-2025 LCAP Parent Survey 54.1% of English Learner parents report participating in district sponsored activities On the 2024-2025 LCAP Parent Survey 63% of Low Income parents report participating in district sponsored activities	participating in district sponsored activities (i.e. PTA, School Site Council, performances, festivals, ceremonies, etc.) On the 2025-2026 LCAP Parent Survey 56.8% of English Learner parents report participating in district sponsored activities On the 2025-2026 LCAP Parent Survey 63.5% of Low Income parents report participating in district sponsored activities	in district sponsored activities On the LCAP Parent Survey 60% of English Learner parents report participating in district sponsored activities On the LCAP Parent Survey 65% of Low Income parents report participating in district sponsored activities	district sponsored activities 3.31% Increase of English Learner parents report participating in district sponsored activities 7.5% Increase of Low Income parents report participating in district sponsored activities
2.3	Student Surveys/California Healthy Kids Survey (CHKS)-Meaningful Participation	The 2022-2023 CHKS survey showed that 39% of elementary students reported meaningful participation in their schools. At the secondary level, 7th grade reported 21%, 9th grade reported 18%, 11th grade reported 19%, and non-	The 2023-2024 CHKS survey showed: Elementary: 37% 7th: 22% 9th: 15% 11th: 21% Non Traditional: 17%	Meaningful Participation for 2024-2025 CHKS survey: Elementary: 39% 7th: 25% 9th: 19% 11th: 22% Non Traditional: 25%	Elementary: 50% 7th: 30% 9th: 25% 11th: 25% Non Traditional: 25%	Elementary: no change 7th: 4% Increase 9th: 1% Increase 11th: 3% Increase Non Traditional: 7% Increase

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		traditional reported 18%.				
2.4	Parent Participation in district and site advisory committees, District Advisory Committee, District English Learner Advisory Committee, School Site Council, and English Learner Advisory Committee.	All required advisory committees were held to provide stakeholders with the opportunity to be part of the decision-making process as evidenced by meeting agendas, calendars and sign-in sheets in 2023-2024.	All required advisory committees were held at most sites to provide stakeholders with the opportunity to be part of the decision-making process as evidenced by meeting agendas, calendars and sign-in sheets in 2024-2025. 4 sites did not meet this metric.	All required advisory committees were held at most sites to provide stakeholders with the opportunity to be part of the decision-making process as evidenced by meeting agendas, calendars and sign-in sheets in 2025-2026. 1 sites did not meet this metric.	All required advisory committees are held to provide stakeholders with the opportunity to be part of the decision-making process as evidenced by meeting agendas, calendars and sign-in sheets.	Decrease of 1 site.
2.5	Middle School Drop Out Rate	The middle school drop out rate for 2022- 2023 was 0%	The middle school drop out rate 2023-2024 was 0%	The middle school drop out rate for 2024-2025 was 0%.	The middle school drop out rate is 0%	Remained at 0%
2.6	Suspension Rate	The suspension rates for the 2022-2023 school year were All Students - 5.2% Foster Youth - 13.9% Hispanic - 5.1% English Learners - 4.4% Students with Disabilities - 7.1% Socioeconomically Disadvantaged - 5.3%	2023-2024: All Students - 5.5% Foster Youth - 9.1% Hispanic - 5.5% English Learners - 4.6% Students with Disabilities - 8.6% Socioeconomically Disadvantaged - 5.7%	2024-2025: All Students - 4.4% Foster Youth - 8.9% Hispanic - 4.4% English Learners - 4.7% Students with Disabilities - 7.1% Socioeconomically Disadvantaged - 4.8%	The district suspension rate decreased for all students as well as for each student group: All Students - 2% Foster Youth - 10% Hispanic - 2% English Learners - 2%	All Students - 0.8% Decrease Foster Youth - 5% Decrease Hispanic - 0.7% Decrease English Learners - 0.3% Increase Students with Disabilities - no change Socioeconomically Disadvantaged - 0.5% Decrease

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					Students with Disabilities - 5% Socieconomically Disadvantaged - 2%	
2.7	Attendance Rate	The district attendance rate for the 2022-2023 school year was 92%	The district attendance rate for the 2023-2024 school year was 96%	The district attendance rate for the 2024-2025 school year was 92.8%	The district attendance rate for the school year is 97%	.8% Increase
2.8	Chronic Absenteeism	The chronic absenteeism rates for the 2022-2023 school year were All Students - 27% Foster Youth - 23.4% White - 25.9% English Learners - 26.2% Students with Disabilities - 38.2% Socioeconomically Disadvantaged - 28.1%	The chronic absenteeism rates for the 2023-2024 school year were All Students - 21.6% Foster Youth - 25.9% White - 23% English Learners - 21% Students with Disabilities - 28.1% Socioeconomically Disadvantaged - 22.8%	The chronic absenteeism rates for the 2024-2025 school year were All Students - 19.7% Foster Youth - 17.3% White - 22% English Learners - 18.5% Students with Disabilities - 26.1% Socioeconomically Disadvantaged - 21.1%	The district chronic absenteeism rate decreased by 5% for all students as well as for each student group. All Students - 22% Foster Youth - 18% White - 20% English Learners - 20% Students with Disabilities - 30% Socioeconomically Disadvantaged - 23%	All Students - 7.3% Decrease Foster Youth - 6.1% Decrease White - 3.9% Decrease English Learners - 7.7% Decrease Students with Disabilities - 12.1% Decrease Socioeconomically Disadvantaged - 7% Decrease
2.9	Expulsion Rate	The district expulsion rate for the 2022-2023 school year was 0.1%	The district expulsion rate for the 2023-2024 school year was 0.08%	The district expulsion rate for the 2024-2025 school year was 0.07%	The district expulsion rate for is 0.1%	0.03% Decrease
2.10	Staff LCAP Survey Feedback-Safety	In 2023-2024, 85.7% of Staff Report Feeling Safe at their School site	In 2024-2025, 90.5% of Staff Report Feeling	In 2025-2026, 95.7% of Staff Report Feeling	87% of Staff Report Feeling	10% Increase

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Safe at their School site	Safe at their School site	Safe at their School site	
2.11	Parent LCAP Survey Feedback-Safety	On the 2023-24 Parent LCAP Survey, 85.66% of parents report that their "child feels safe at school."	On the 2024-25 Parent LCAP Survey, 91.1% of parents report that their "child feels safe at school."	On the 2025-2026 Parent LCAP Survey, 94.1% of parents report that their "child feels safe at school."	On the Parent LCAP Survey, 88% of parents report that their "child feels safe at school."	8.4% increase
2.12	Student Surveys/California Healthy Kids Survey (CHKS)-Safety	The 2022-2023 CHKS survey showed that 79% of 5th grade students perceived their schools as Very Safe or Safe. At the secondary level, 7th grade reported 56%, 9th grade reported 52%, 11th grade reported 59%, and non-traditional reported 67%	The 2023-2024 CHKS survey showed: 5th: 73% 7th: 58% 9th: 50% 11th: 54% Non-traditional: 67%	The 2024-2025 CHKS survey showed: 5th grade is 72% 7th grade is 62% 9th grade is 51% 11th grade is 59% Non-traditional: 75%	Our CHKS survey shows the following percentages for students perceiving their schools as safe or very safe: 5th: 85% 7th: 61% 9th: 57% 11th: 64% Non-traditional: 72%	5th: 7% Decrease 7th: 6% Increase 9th: 1% Decrease 11th: No Change Non-traditional: 8% Increase
2.13	Staff LCAP Survey Feedback-Engagement	On the 2023-24 Staff LCAP Survey, 72.9% of staff indicate they are given opportunities to get involved in school-wide decisions	On the 2024-25 Staff LCAP Survey, 75.4% of staff indicate they are given opportunities to get involved in schoolwide decisions	On the 2025-2026 Staff LCAP Survey, 80.3% of staff indicate they are given opportunities to get involved in school-wide decisions	On the Staff LCAP Survey, 80% of staff indicate they are given opportunities to get involved in school-wide decisions	7.4% Increase

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.14	Parent LCAP Survey Feedback-Engagement	In 2023-2024, 75.37% of Parents feel Engaged as Educational Partners	In 2024-2025, 86.3% of Parents feel Engaged as Educational Partners	In 2025-2026 , 84% of Parents feel Engaged as Educational Partners	80% of Parents feel Engaged as Educational Partners	8.63% Increase
2.15	High School Dropout Rate	In 2022-23, the Drop Out rate was 4.22%.	In 2023-24, the Dropout rate was 3.20%	In 2024-25, the Dropout rate was 4.3%	The high school drop out rate is 3%	0.08% increase
2.16	Parent LCAP Survey-Communication	82% of Parents surveyed Agreed or Strongly Agreed with the statement "The office staff communicates effectively with parents." 66.7% of Foster Parents surveyed Agreed or Strongly Agreed with the statement "The office staff communicates effectively with parents." 86.6% of Low Income Parents surveyed Agreed or Strongly Agreed with the statement "The office staff communicates effectively with parents."	Did not implement metric.	N/A	89% of Parents surveyed Agreed or Strongly Agreed with the statement "The office staff communicates effectively with parents." 75% of Foster Parents surveyed Agreed or Strongly Agreed with the statement "The office staff communicates effectively with parents." 89% of Low Income Parents surveyed Agreed or Strongly Agreed with the statement "The office staff communicates effectively with parents."	N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.17	Parent LCAP Survey-Mental Health Support	In 2023-2024, 83.46% of Parents surveyed Agreed or Strongly Agreed with the statement "My children know where to go for help if they are having emotional or mental health needs." 91.46% of Parents of Low Income students surveyed Agreed or Strongly Agreed with the statement "My children know where to go for help if they are having emotional or mental health needs." 86% of Parents of English Learner students surveyed Agreed or Strongly Agreed with the statement "My children know where to go for help if they are having emotional or mental health needs." 100% of Parents of Foster students surveyed Agreed or Strongly Agreed with the statement "My children know where to	In 2024-2025, 91.9% of Parents surveyed Agreed or Strongly Agreed with the statement "My children know where to go for help if they are having emotional or mental health needs." 92.5% of Parents of Low Income students surveyed Agreed or Strongly Agreed with the statement "My children know where to go for help if they are having emotional or mental health needs." 86.5% of Parents of English Learner students surveyed Agreed or Strongly Agreed with the statement "My children know where to go for help if they are having emotional or mental health needs."	In 2025-2026, 92% of Parents surveyed Agreed or Strongly Agreed with the statement "My children know where to go for help if they are having emotional or mental health needs." 95.2% of Parents of Low Income students surveyed Agreed or Strongly Agreed with the statement "My children know where to go for help if they are having emotional or mental health needs." 88.9% of Parents of English Learner students surveyed Agreed or Strongly Agreed with the statement "My children know where to go for help if they are having emotional or mental health needs."	87% of Parents surveyed Agreed or Strongly Agreed with the statement "My children know where to go for help if they are having emotional or mental health needs." 95% of Parents of Low Income students surveyed Agreed or Strongly Agreed with the statement "My children know where to go for help if they are having emotional or mental health needs." 90% of Parents of English Learner students surveyed Agreed or Strongly Agreed with the statement "My children know where to go for help if they are having emotional or mental health needs."	8.54% Increase of Parents surveyed Agreed or Strongly Agreed with the statement "My children know where to go for help if they are having emotional or mental health needs." 3.74% Increase of Parents of Low Income students surveyed Agreed or Strongly Agreed with the statement "My children know where to go for help if they are having emotional or mental health needs." 2.9% Increase of Parents of English Learner students surveyed Agreed or Strongly Agreed with the statement "My children know where to go for help if they are having emotional or mental health needs."

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		go for help if they are having emotional or mental health needs."	100% of Parents of Foster students surveyed Agreed or Strongly Agreed with the statement "My children know where to go for help if they are having emotional or mental health needs."	66.7% of Parents of Foster students surveyed Agreed or Strongly Agreed with the statement "My children know where to go for help if they are having emotional or mental health needs."	Maintain 100% of Parents of Foster students surveyed Agreed or Strongly Agreed with the statement "My children know where to go for help if they are having emotional or mental health needs."	Decreased 33.3% of Parents of Foster students surveyed Agreed or Strongly Agreed with the statement "My children know where to go for help if they are having emotional or mental health needs."
2.18	Parent LCAP Survey-District Communication	In 2024-2025 86.3% of Parents surveyed Agreed or Strongly Agreed with the statement "I feel engaged by the district as an educational partner." 100% of Foster Parents surveyed Agreed or Strongly Agreed with the statement "I feel engaged by the district as an educational partner." 81.7% of Low Income Parents surveyed Agreed or Strongly Agreed with the statement "I feel engaged by the district	N/A	In 2025-2026, 86.3% of Parents surveyed Agreed or Strongly Agreed with the statement "I feel engaged by the district as an educational partner." 66.7% of Foster Parents surveyed Agreed or Strongly Agreed with the statement "I feel engaged by the district as an educational partner." 81.7% of Low Income Parents surveyed Agreed or Strongly Agreed	89% of Parents surveyed Agreed or Strongly Agreed with the statement "I feel engaged by the district as an educational partner." Maintain 100% of Foster Parents surveyed Agreed or Strongly Agreed with the statement "I feel engaged by the district as an educational partner." 89% of Low Income Parents surveyed Agreed or Strongly Agreed with the statement	No change in Parents Agreed or Strongly Agreed with the statement "I feel engaged by the district as an educational partner." 33.3% Decrease of Foster Parents Agreed or Strongly Agreed with the statement "I feel engaged by the district as an educational partner." No change in Low Income Parents Agreed or Strongly Agreed with the statement "I feel

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		as an educational partner."		with the statement "I feel engaged by the district as an educational partner."	"I feel engaged by the district as an educational partner."	engaged by the district as an educational partner."

Goal Analysis [2025-26]

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.

Overall, Goal 2 was implemented as planned, with actions supporting the district's efforts to create an inclusive environment that creates a feeling of safety and belonging among students, parents, and staff. Most actions were implemented as intended and contributed to improvements in engagement, school climate, safety, attendance, and access to student supports. Key milestones include:

Action 2.2 (School Security Officers/Noon Aides) continued to be implemented to support school safety and supervision.
Action 2.3 (Mental Health Counselors) continued to provide mental health services and supports to students, including unduplicated student groups.
Action 2.4 (Parent Workshops) continued to be implemented to increase parent engagement and participation in school and district activities. While participation varied among sites and events, the district continued providing opportunities for families to engage through workshops and informational meetings.
Action 2.5 (School/Community Liaison Services) was implemented to support foster youth and students experiencing homelessness through case management, family outreach, and connections to community resources and services. The liaison continued to work closely with families to address barriers to student success and improve access to available supports.
Action 2.6 (School Community Liaisons) continued its implementation throughout the district with minimal vacancies at school sites which did not impact implementation.
Action 2.7 (Behavior Technicians) was partially implemented. While Behavior Technicians are not assigned to every site every day, they continued to provide support across the district, helping address student behaviors that impact learning and school climate.
Action 2.8 (Character Development and Behavior Intervention Supports) continued to be implemented to promote positive student behavior, improve school connectedness, and support attendance efforts.
Action 2.9 (Tutoring Support) teachers provided limited academic intervention and support services for students.
Action 2.10 (Wellness Centers) continued implementation at school sites to support student wellness and access to social-emotional supports.
Action 2.11 (GoPass) was also implemented, providing students with transportation access and reducing barriers to school attendance and participation.
Action 2.13 (Student Services) implemented and continued to address the academic and social-emotional needs of students.

Action 2.14 (Student Engagement Beyond the School Day) continued to expand opportunities for students to participate in enrichment and extracurricular activities.
Action 2.16 (Board Certified Behavior Analysts) was not implemented due to staffing capacity constraints and challenges in recruiting qualified Board Certified Behavior Analysts within the required timeline. As the district prioritized maintaining direct student services through existing behavioral support staff, implementation of this action was deferred.
General Implementation: Actions 2.1, 2.12, and 2.15 were fully implemented as originally designed during the reporting period.
Overall, while some actions experienced challenges related to participation levels or staffing, the majority of actions were implemented as intended and contributed to strengthening school climate, student engagement, attendance, safety, and access to support services.

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.

Many actions included as part of Goal 2 were implemented as planned, and estimated actual expenditures were generally aligned with budgeted expenditures. However, several actions had notable differences between planned and actual expenditures.
School Security Officers (SSO)/Noon Aides/School Peace Officer (SPO)/School Resource Officer (SRO) (Action 2.2): Actual expenditures exceeded the budgeted amount by $242,982.40 due to higher personnel costs than originally projected to maintain safe and secure school environments.
Mental Health Counselors (Action 2.3): Actual expenditures of $2,750,000.00 were $670,000 lower than budgeted due to staffing vacancies and positions being filled later than anticipated during the year. Mental health counseling services continued to be provided to students.
Parent Workshops (Action 2.4): Actual expenditures were $100,000 lower than budgeted because workshop participation and implementation costs were lower than originally projected. Parent workshops continued to be offered throughout the year to support family engagement.
School Community Liaison for Foster/Homeless Student Case Management (Action 2.5): Actual expenditures were $80,000 lower than budgeted due to staffing and operational costs being lower than originally projected while continuing to provide services for foster and homeless students.
School Community Liaisons (Action 2.6): Actual expenditures were $95,000 lower than budgeted due to staffing vacancies.
Behavior Technicians (Action 2.7): Actual expenditures were $70,000 lower than budgeted due to vacancies and challenges filling positions throughout the year such as limited applicants.
Character Development/Behavior Intervention Programs (Action 2.8): Actual expenditures were $84,412 lower than budgeted due to fewer contracted services and materials utilized across school sites.
Tutoring Support (Action 2.9): Actual expenditures were $300,000 lower than budgeted because teachers did not provide tutoring services as originally anticipated. Instead, many students received academic support through after-school enrichment programs. As a result, students continued to have access to additional learning support opportunities.
Wellness Centers (Action 2.10): Actual expenditures were $475,000 lower than budgeted due to phased implementation as Wellness Centers continued to expand services across school sites.
Attention 2 Attendance (Action 2.12): Actual expenditures were $276,350 lower than budgeted because of the lower annual cost of the attendance management system and the contract amount changed.
Student Services (Action 2.13): Actual expenditures were $1,112,376 lower than budgeted due to staffing vacancies and positions being filled later than anticipated during the year.

Student Engagement Beyond the School Day (Action 2.14): Actual expenditures were $400,000 lower than budgeted because many enrichment activities and extended learning opportunities were provided through ELO-P-funded programs. Students continued to participate in a variety of academic, enrichment, and recreational activities beyond the school day, resulting in lower expenditures for this action.
Provide ParentSquare Access, Aeries Parent Portal, Seesaw, Edlio Web, and Access Plus (Action 2.15): Actual expenditures were $25,000 lower than budgeted because of the lower licensing and service costs.
Board Certified Behavior Analysts (BCBAs) (Action 2.16): No expenditures were incurred despite a budget of $290,000 due to challenges recruiting qualified personnel and delays in implementing the planned services.

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

Action 2.1 (eduCLIMBER) was effective in reducing chronic absenteeism across all student groups. Chronic absenteeism decreased for All Students from 27% to 19.7%, Foster Youth from 23.4% to 17.3%, English Learners from 26.2% to 18.5%, Students with Disabilities from 38.2% to 26.1%, and Low Income students from 28.1% to 21.1%.
Action 2.2 (School Security Officers/Noon Aides) was partially effective in supporting school safety and supervision. Suspension rates decreased overall for All Students from 5.2% to 4.4%.
Action 2.3 (Mental Health Counselors) was partially effective in supporting student wellness. Parent survey data showed increased awareness of mental health supports, with 92% reporting that their children know where to go for help for emotional or mental health needs, compared to 83.46% at baseline. However, Foster Parent responses declined from 100% to 66.7%, indicating inconsistent effectiveness for Foster Youth families. Suspension rates for unduplicated student groups showed overall improvement. Low Income students decreased from 5.3% to 4.8%, and Foster Youth decreased from 13.9% to 8.9%, while English Learners increased slightly from 4.4% to 4.7%, indicating mixed effectiveness across student groups. Chronic absenteeism also improved across all unduplicated student groups, with Low Income students decreasing from 28.1% to 21.1%, Foster Youth decreasing from 23.4% to 17.3%, and English Learners decreasing from 26.2% to 18.5%, suggesting that student wellness supports contributed positively to improved attendance outcomes overall.
Action 2.4 (Parent Workshops) was effective in increasing family engagement. Parent participation increased from 56.67% to 65.9%, and parents reporting feeling engaged as educational partners increased from 75.37% to 84%, indicating improved engagement and communication. 95.2% of Low Income parents and 88.9% of English Learner parents agreed that their children know where to go for help with emotional or mental health needs. Low Income parent engagement remained at 81.7%, indicating continued effectiveness in supporting unduplicated student groups.
Action 2.5 (School/Community Liaison for Foster/Homeless Students) was effective in supporting foster youth. Chronic absenteeism for Foster Youth decreased from 23.4% to 17.3%, and suspension rates decreased from 13.9% to 8.9%, indicating improved engagement and stability.
Action 2.6 (Parent Liaisons) was effective in strengthening family engagement and communication with unduplicated student groups, contributing to increased parent participation and improved survey results regarding family engagement. Parent LCAP Survey results showed that 86.3% of parents overall agreed or strongly agreed that they feel engaged as educational partners. Among unduplicated groups, 81.7% of Low Income parents and 66.7% of Foster Youth parents agreed or strongly agreed with this statement, indicating ongoing effectiveness in supporting family engagement for targeted student groups.
Action 2.7 (Behavior Technicians) was partially effective in supporting student behavior and school climate. Suspension rates decreased for most student groups; however, English Learner suspension rates increased from 4.4% to 4.7%, indicating inconsistent effectiveness across groups.

Suspension rates for unduplicated student groups improved overall, with Foster Youth decreasing from 13.9% to 8.9% and Low Income students decreasing from 5.3% to 4.8%, indicating positive impact on behavior outcomes for targeted student groups.
Chronic absenteeism also improved for unduplicated student groups, with Foster Youth decreasing from 23.4% to 17.3% and Low Income students decreasing from 28.1% to 21.1%, suggesting that behavior support systems contributed to improved engagement and attendance.
Action 2.8 (Character Development and Behavior Intervention Programs) was effective in improving student behavior and school connectedness. Suspension rates declined for foster youth, from 13.9% to 8.9%,
Action 2.9 (College Tutors) was effective in supporting student engagement and connectedness. Student survey data showed improved meaningful participation across 7th, 9th, 11th, and non-traditional students.
Graduation rates improved overall from 93.52% to 94.7%, including English Learners increasing from 84.1% to 92.5% and Low Income students increasing from 93.9% to 94.7%, indicating positive outcomes for unduplicated student groups.
A-G completion rates also increased from 46.2% to 47.1% districtwide. English Learners increased from 16.7% to 25.3%, and Low Income students increased from 45.3% to 46.3%, showing improved college readiness outcomes for unduplicated students.
Action 2.10 (Wellness Centers) was partially effective in supporting student wellness and awareness of mental health resources. Parent awareness of mental health supports increased overall, but Foster Parent responses declined from 100% to 66.7%, indicating inconsistent effectiveness for Foster Youth families.
Chronic absenteeism showed improvement across unduplicated student groups, with English Learners decreasing from 26.2% to 18.5%, Foster Youth decreasing from 23.4% to 17.3%, and Low Income students decreasing from 28.1% to 21.1%, indicating that wellness supports contributed to improved attendance outcomes for targeted student groups.
Action 2.11 (GoPass) was effective in reducing barriers to attendance and supporting improved chronic absenteeism rates across all student groups.
Action 2.12 (Attention 2 Attendance) was effective in reducing chronic absenteeism across all student groups, contributing to improved attendance outcomes districtwide.
Action 2.13 (Student Services) was partially effective in improving student wellness and academic outcomes. Parent awareness of mental health supports increased overall; however, Foster Youth families reported lower positive response rates, indicating inconsistent effectiveness of outreach and support efforts. Suspension rates for Foster Youth improved from 13.9% to 8.9%, suggesting that student services contributed to improved behavior and school climate outcomes for this group.
Academic outcomes were mixed among student groups. Foster Youth ELA performance declined from 33.34% meeting or exceeding standards to 25.81%, a decrease of 7.53 percentage points, while Foster Youth math performance increased from 16.67% to 18.75%. Low Income students met or exceeded standards at rates of 37.53% in ELA and 27.32%. Low-Income student performance demonstrated a 0.92 percentage point increase in ELA from 36.61% to 37.53% and a 5.59 percentage point increase in math from 21.73% to 27.32%. 8.82% of English Learner students met or exceeded standards in ELA and 8.28% in math.
Action 2.14 (Student Engagement Beyond the School Day) was effective in increasing student engagement and belonging, as shown by improved survey results across multiple grade levels and student groups. CHKS meaningful participation increased across secondary grades, including 7th grade from 21% to 25%, 9th grade from 18% to 19%, 11th grade from 19% to 22%, and non-traditional students from 18% to 25%, while elementary remained at 39%, indicating improved student engagement and connectedness. Chronic absenteeism decreased for unduplicated student groups, including English Learners from 26.2% to 18.5%, Low Income students from 28.1% to 21.1%, and Foster Youth from 23.4% to 17.3%, demonstrating improved school engagement and attendance outcomes.
Action 2.15 (ParentSquare, Aeries, and Communication Platforms) was effective in improving family engagement and communication. Parent engagement survey results increased, and participation in district communications improved. For English Learner families, participation in district-sponsored activities increased from 53.49% to 56.8%, indicating improved engagement and communication.

Action 2.16 (Board Certified Behavior Analysts) unable to determine effectiveness in improving behavioral outcomes for unduplicated students as this action was not implemented.

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

Based on the analysis of Year 2 implementation and outcome data, no substantive changes were made to the planned goal, metrics, or target outcomes for the coming year. The district will continue implementation of existing actions to maintain continuity and allow for continued evaluation of long-term impact and effectiveness.

However, reflections on prior practice informed refinements to the implementation of several actions for the coming year. Under Action 2.4 (Parent Workshops and Engagement Opportunities), the district will continue offering site-based engagement opportunities and communication strategies to address inconsistent participation across school sites and increase access for families. They are intended to build on the increase in parent participation while addressing areas where engagement remains limited.

Under Action 2.3 (Mental Health Counselors), Action 2.10 (Wellness Centers), and Action 2.13 (Student Services), the district will continue strengthening coordination of mental health and wellness supports. Continued emphasis will be placed on improving awareness of available supports and ensuring students and families are connected to appropriate services. School sites have purchased the supplies and materials they need for the Wellness Centers, under action 2.10, so resources will be reduced.

For Action 2.5 (School Community Liaison) an additional liaison will be provided to support foster youth to connect them with programs, resources an activities for their success

Reflections on suspension and safety data also informed continued adjustments to Action 2.2 (School Security Officers/Noon Aides), Action 2.7 (Behavior Technicians), and Action 2.8 (Character Development and Behavior Intervention supports). Although suspension rates decreased overall, the slight increase for English Learners and varying perceptions of school safety among grade spans highlighted the need to strengthen restorative practices, behavioral interventions, and student support systems.

The title of the position identified in Action 2.6 has been updated from Parent Liaison to School Community Liaison to align with district job titles and personnel documents. This change is administrative and is intended to ensure consistency across district plans, job classifications, and reporting documents. There are no changes to the duties, responsibilities, services provided, or funding associated with this action. School Community Liaisons will continue to support family engagement, communication between schools and families, parent education opportunities, and access to school and community resources as originally described in the action.

Additionally, under Action 2.1 (EduClimber Comprehensive Data System), Action 2.11 (GoPass), and Action 2.12 (Attendance Supports), the district will continue focusing on reducing chronic absenteeism and improving attendance rates through ongoing monitoring, intervention, and student engagement efforts. While chronic absenteeism decreased across student groups, attendance rates remain below the district target, indicating continued support is necessary.

Action 2.9 (Tutoring Support) students academic tutoring was supported through other funds that better aligned to meet the needs of students.

Action 2.17 (Social Worker) was added to support foster youth students' social-emotional well-being, strengthen school connectedness, and remove barriers to learning. The program will provide social-emotional learning lessons, targeted support for students in need of additional interventions, and connections to family and community resources. It will also provide staff training on trauma-informed practices to promote positive learning environments and increase student engagement.

All other actions will continue without modification, as implementation remained aligned to the intended design of the goal and demonstrated positive progress toward improving student engagement, safety, belonging, and school connectedness.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	EduClimber Comprehensive Data System	Beyond learning needs, our unduplicated students come to us with many non-academic needs. To impact achievement, we need to attend to the needs of these students in a holistic manner. Some of these areas of need include attendance, behavior, and social emotional needs. eduCLIMBER is a comprehensive data system that we will use to capture and analyze data in all of these areas in order to make targeted instructional decisions to support English learners and foster students.	$58,160.00	Yes
2.2	School Security Officers(SSO)/Noon Aides/School Peace Officer (SPO)/School Resource Officer (SRO)	Provide school sites with the necessary support from an SSO/Noon Aides/SPO/SRO for students, staff, and parents to feel safe and welcome at an inclusive school environment. School Security Officers(SSO)/School Peace Officer (SPO)/School Resource Officer (SRO) will also provide mediation services on campuses.	$1,150,000.00	No
2.3	Mental Health Counselors	Continue to provide and expand Mental Health supports for the mental well being of low income, foster and EL students. Foster Youth, English Language Learners, and students Identified as Low Income are at higher risk of trauma, stress, anxiety, depression and dropping out of school. To continue to address the need of the unduplicated population, the El Rancho Unified School District will prioritize unduplicated student groups	$3,020,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		by receiving identification lists of unduplicated students and prioritizing the offering of mental health services to these students. A tool that will assist us in identifying these students is the Fastbridge screener. A Mental Health Counselor will contact each foster youth and/or guardian to assess the need for mental health services and offer supportive services as needed. In addition, the Student Services Department will coordinate with English Learner Teachers and offer mental health support to English Learner classrooms and offer specialized case management for low-income students and families such as those students with Medi-Cal, as well as students who are uninsured and under-insured. Hiring additional Mental Health Counselors will assist in meeting the mental health service needs and improve the following outcomes for unduplicated students: graduation rates, individual academic outcomes, truancies, school attendance and engagement, discipline referrals, peer interactions, and social-emotional skills.		
2.4	Parent Workshops	Provide parent workshops on a variety of topics including academics, educational programs, safety, school transitions, and technology. Partner with organizations to provide parent workshops that integrate tools, strategies, and resources in navigating their child's education. There will be targeted support for English Learners and Low Income.	$400,000.00	Yes
2.5	School Community Liaison for Foster/Homeless Student Case Management	Provide liaisons to facilitate case management for students in foster care and students experiencing homelessness. The school/community liaison will (1) connect with families to assess student needs of basic supplies and ensure that students have the necessary materials and access to programs and activities for school success; (2) Facilitate communication between the school and parents/families regarding academics; and (3) link students with social services and community resources such as housing.	$400,000.00	Yes
2.6	School Community Liaisons	ERUSD will provide a school community liaison at each school site to specifically support communication and engagement of parents of ELs, Low-Income students, and foster youth. These liaisons, will help parents get the information and assistance they need to support their children at home and to ensure their children's success in school. Following are some	$750,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		of the tasks with which school community liaisons will assist: host parent meetings/events, general parent communication; connecting parents with academic resources; engaging families in school events such as conferences, back to school nights, workshops, and volunteering; supporting with health screenings during the summer, and providing assistance with accessing supports during challenging times (i.e. facilitating connections with Student Services for support with a host of social services).		
2.7	Behavior Technicians	Behavioral Technicians support students by collaborating with teachers to help them develop a system of support within their classrooms and developing a behavioral structure that reinforces positive behavior and redirects unwanted behavior. These supports are particularly helpful for our Low Income Students and Foster Youth who may have experienced trauma.	$250,000.00	Yes
2.8	Character Development/Behavior Intervention Programs	Provide programs, services, and a program specialist for TK-12 that support positive behavioral interventions and supports (PBIS) for student behaviors that help develop and strengthen character traits with a primary focus on foster students. This action will also serve to support all student groups that received red indicators for Suspension. These schools areValencia, El Rancho HS, Rivera Middle School and Salazar High School.	$350,000.00	Yes
2.9	Tutoring Support	Provide tutoring support in ELA, math, ELD, science and AVID classrooms, including AVID Excel. AVID targets C average students who have the potential to succeed in a rigorous academic course of study if given both the opportunity and support. Students are accepted to the program through an application and interview process. One criteria for admittance into the program is membership in an underserved group—students “in the middle.” This includes students who would be the first in their family to attend college and are a member of a group underrepresented in college, low income, English learners, and foster children. Tutors will be trained individuals who can provide students support both in class and outside of class time for low income, English Learner and Foster children.	$250,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.10	Wellness Centers	Create and maintain Wellness Centers at all school sites. Wellness Centers provide students mental health services and serve as safe spaces for students. These spaces will also be used to conduct workshops, mental health consults and check in's and used to promote socialization.	$475,000.00	Yes
2.11	Provide Students with a Go PASS	Provide all Low Income students LEA-wide, with a Go PASS that gives them access to the Metro Link and Montebello Bus Services. The pass is unlimited for student use.	$50,000.00	Yes
2.12	Attention 2 Attendance	Attention 2 Attendance is an attendance improvement software that assists in identifying early warning and intervention, attendance and conferencing management, and reports necessary to help make informed decisions to improve attendance and remove barriers for all students. This action will also serve to meet the needs of all student groups that received red indicators for Chronic Absenteeism. These schools are Durfee, STEAM Academy and South Ranchito Dual Language Academy.	$110,000.00	No
2.13	Student Services	The Director of Student Services, additional counselors, school psychologists, mental health liaison, data-processing clerk Lead SSO's and PBIS trained School Security Officers will work collaboratively to address the academic issues and social-emotional well being of Foster Youth. They will also provide individual mentoring to these students and share resources on activities available on campus and in the community in which students can participate.	$2,561,267.00	Yes
2.14	Student Engagement Beyond the School Day	English learners, Foster Youth, and low-income students will have increased opportunities to engage and be involved in school through additional after-school enrichment programs, co-curricular activities, and student recognition and motivational incentives.	$2,000,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.15	Provide ParentSquare access/Aeries Parent Portal/Seesaw/Edlio Web and Access Plus	Effective school to home communication positively impacts student achievement. ParentSquare, Aeries Parent Portal Seesaw and Edlio Web, and Access Plus offers the capability to communicate with parents through platforms that are easy to understand and offer communication in multiple languages so that parents of English learner students can access the information.	$125,000.00	Yes
2.16	Board Certified Behavior Analysts	Board Certified Behavior Analysts (BCBAs) will provide targeted behavioral interventions for foster youth and low-income students, addressing their unique and often complex needs. They will help create individualized support plans that promote positive behaviors and academic success that our three Behavior Technicians can implement. BCBAs will also collaborate with administrators and staff to implement effective strategies, fostering a supportive and inclusive learning environment for all students.	$155,000.00	Yes
2.17	School Social Worker	Provide schoolwide Tier I social-emotional and wellness supports through a Social Work program that delivers classroom-based lessons focused on social-emotional learning, relationship building, and student wellness. The Social Work Intern will also assist in identifying and supporting Tier II students in need of targeted interventions and connect students and families with appropriate supports and resources. In addition, professional learning and coaching will be provided to teachers and staff on trauma-informed practices and social-emotional supports to strengthen positive classroom environments, increase student engagement, and improve school connectedness and well-being.	$135,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	ERUSD will provide an effective instructional program to advance independence and establish academic preparedness that equips students to graduate college and career-ready.	Broad Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

ERUSD is committed to providing an educational experience that prepares all students for success in college, career, and life. Recognizing the evolving needs of our diverse student population and recognizing the ever-changing educational landscape, ERUSD developed a comprehensive goal-setting process to ensure that every student receives an effective instructional program. Our goal-setting process included an analysis of student performance data around academic achievement, graduation rates, and college and career readiness indicators. Most importantly, we gathered input and perspectives from educational partners including parents, students, staff, teachers, administrators, and community members. Through collaborative meetings, surveys, and open discussion forums, our educational partners helped us develop and write this goal with a focus on equipping students to graduate college and career-ready.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	CAASPP Scores ELA - (EAP)	The percentage of 11th grade students Meeting/Exceeding Standards in the ELA CAASPP assessments is 46.84% for 2022-23, indicating students measure Ready for College in the EAP.	The percentage of 11th grade students Meeting/Exceeding Standards in the ELA CAASPP assessments is 54.65% for 2023-24, indicating students measure Ready for College in the EAP.	The percentage of 11th grade students Meeting/Exceeding Standards in the ELA CAASPP assessments is 50.72% for 2024-25, indicating students measure Ready for College in the EAP.	The percentage of 11th grade students Meeting/Exceeding Standards in the ELA CAASPP assessments is 60%	3.88% increase

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.2	CAASPP Scores MATH - (EAP)	The percentage of 11th grade students Meeting/Exceeding Standards in the Math CAASPP assessments is 16.47% for 2022-23, indicating students measure Ready for College in the EAP.	The percentage of 11th grade students Meeting/Exceeding Standards in the Math CAASPP assessments is 22.11% for 2023-24, indicating students measure Ready for College in the EAP.	The percentage of 11th grade students Meeting/Exceeding Standards in the Math CAASPP assessments is 23.96% for 2024-25, indicating students measure Ready for College in the EAP.	The percentage of 11th grade students Meeting/Exceeding Standards in the Math CAASPP assessments is 30%	7.49% increase
3.3	ELA Assessment (3-8)- CA School Dashboard	The California School Dashboard reflected a performance level of Yellow and a Distance from Standard of -32.4 in ELA for grades 3-8 and 11, in 2022-23. Additional data for student groups: Foster Youth - -92.2 DFS, Red English Learners - -73.8 DFS, Red Students with Disabilities - -116.1 DFS, Red Socioeconomically Disadvantaged - -37.1, Orange	The California School Dashboard reflected a performance level of Orange and a Distance from Standard of -31 in ELA for grades 3-8 and 11, in 2023-24. Foster Youth - -73 DFS, Orange, English Learners - -74.8 DFS , Red, Students with Disabilities- -118.4 DFS, Red, Socioeconomically Disadvantaged- -36.5 DFS, Orange	The California School Dashboard reflected a performance level of Orange and a Distance from Standard of -29.1in ELA for grades 3-8 and 11, in 2024-25. Foster Youth - -72.8 DFS, Red, English Learners - -67.1 DFS, Yellow, Students with Disabilities- -121.4 DFS, Red Socioeconomically Disadvantaged- -35.3 DFS, Orange	The California School Dashboard reflects a +9 point increase from the 2023 Dashboard in ELA for grades 3-8 and 11. Foster Youth - +15 point increase English Learners - +15 point increase Students with Disabilities -+15 point increase Socioeconomically Disadvantaged - +15 point increase	A +3.3 point increase from the 2023 Dashboard in ELA for grades 3-8 and 11. Foster Youth - 19.4 point increase English Learners - 6.7 point increase Students with Disabilities - 5.3 point decrease Socioeconomically Disadvantaged - 1.8 point increase
3.4	Math Assessment (3-8)- CA School Dashboard	The California School Dashboard reflected a performance level of	The California School Dashboard reflected a	The California School Dashboard reflected a	The California School Dashboard reflects a +9 point	A +13.2 point increase from the 2023 Dashboard in

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Orange and a Distance from Standard of -78.3 in Mathematics for grades 3-8 and 11, in 2022-23. Additional data for student groups: Foster Youth - -106.3 DFS, Red English Learners - -107.4 DFS, Red Students with Disabilities - -152.3 DFS, Orange Hispanic - -79.4 DFS, Orange Socioeconomically Disadvantaged - -83.3, Yellow	performance level of Yellow and a Distance from Standard of -71.1 in Math for grades 3-8 and 11, in 2023-24. Foster Youth - -96.4 DFS, Orange English Learners - -104.8 DFS, Red Students with Disabilities - -147.5 DFS, Orange, Hispanic - -72.2 DFS, Yellow, Socioeconomically Disadvantaged- - 76.3 DFS, Yellow	performance level of Yellow and a Distance from Standard of -65.1 in Math for grades 3-8 and 11, in 2024-25. Foster Youth - -117.4 DFS, Red English Learners - -99.3 DFS, Orange Students with Disabilities - -154.5 DFS, Red, Hispanic - -66.5 DFS, Yellow, Socioeconomically Disadvantaged- - 71 DFS, Yellow	increase from the 2023 Dashboard in Math for grades 3-8 and 11, for all students, as well as for each student group. Foster Youth - +15 point increase English Learners - +15 point increase Students with Disabilities - +15 point increase Hispanic - +15 point increase Socioeconomically Disadvantaged - +15 point increase	Math for grades 3-8 and 11. Foster Youth - 11.1 point decrease English Learners - 8.1 point increase Students with Disabilities - 2.2 point decrease Hispanic - 12.9 point increase Socioeconomically Disadvantaged - +12.3 point increase
3.5	CTE Pathway Completion	2022-23 CTE Completion Rate is 13.3%.	2023-24 CTE Completion Rate is 16.5%	2024-25 CTE Completion Rate is 19.4%	CTE Completion Rate is 30%.	6.1% increase
3.6	College & Career Readiness Dashboard	The College & Career Readiness for the 2022-2023 California School Dashboard was that 38.8% of students were prepared. Class of 2023 10.7% of English Learners were prepared	The College & Career Readiness for the 2023-2024 California School Dashboard was that 34% of students were prepared. Class of 2024 11.7% of English	The College & Career Readiness for the 2024-2025 California School Dashboard was that 44.1% of students were prepared. Class of 2025 20% of English	The College & Career Readiness for the California School Dashboard is 50% of students were prepared. 18% of English Learners were prepared	Class of 2025 5.3% increase 9.3% increase for English Learners 5.8% increase for Low Income students Class of 2025 Students

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Class of 2023 38% of Low Income students were prepared Class of 2023 6.7% of students experiencing homelessness were prepared	Learners were prepared Class of 2024 32.7% of Low Income students were prepared Class of 2024 24% of students experiencing homelessness were prepared	Learners were prepared Class of 2025 43.8% of Low Income students were prepared Class of 2025 Students experiencing homelessness, Data Not Available	50% of Low Income students were prepared 10% of students experiencing homelessness were prepared	experiencing homelessness, NA
3.7	AP Pass Rate	2022-23 AP Pass Rate is 47.2%	2023-24 AP Pass Rate is 49.2%	2024-25 AP Pass Rate is 48.6%	AP Pass Rate is 55%.	1.4% increase
3.8	A-G Completion Rate	A-G completion rate is 46.2% for 2022-23. Class of 2023 16.7% of English Learners completed the a-g requirements Class of 2023 45.3% of Low Income students completed the a-g requirements	A-G completion rate is 36.4% for 2023-24. Class of 2024 12.5% of English Learners completed the a-g requirements Class of 2024 34.9% of Low Income students completed the a-g requirements	A-G completion rate is 47.1% for 2024-25. Class of 2025 25.3% of English Learners completed the a-g requirements Class of 2025 46.3% of Low Income students completed the a-g requirements	A-G completion rate is 55%. 10% of English Learners completed the a-g requirements 20% of Low Income students completed the a-g requirements	0.9% increase 8.6% increase for English Learners 1% increase for Low Income students
3.9	A-G and CTE Pathway Completion Rate	In 2022-2023, 9.2%, completed both the a-g requirements and a CTE pathway.	In 2023-2024, 9.1%, completed both the a-g requirements and a CTE pathway	In 2024-2025, 12.7%, completed both the a-g requirements and a CTE pathway	15%, completed both the a-g requirements and a CTE pathway.	3.5% increase

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.10	ELPAC Percent Proficient Scores	2022-2023: 16.57% ELs attaining English language proficiency based on the ELPAC overall score of 4	2023-24:13.43% ELs attained EL proficiency on the ELPAC	2024-25: 16.5% ELs attained EL proficiency on the ELPAC	25% ELs earned English language proficiency based on the ELPAC overall score of 4.	0.07% decrease
3.11	EL Reclassification Rate	The EL Reclassification Rate in 2022-2023 is 17%.	EL Reclassification Rate in 2023-24 is 15.5%	EL Reclassification Rate in 2024-25 is 17.4%	The EL Reclassification Rate is 25%.	0.4% increase
3.12	Graduation Rate	2022-23 Graduation Rate is 93.52%	2023-24 Graduation Rate was 93.4%	2024-25 Graduation Rate was 94.7%	The Graduation Rate is 97%.	1.18% increase for all students
3.13	CAST Scores	The 2022-2023 CAST results are: ERUSD all grades 21.13% Met or Exceeded Standards all high school grade at 21.05%, Met/Exceeded, Grade 8 Met/Exceeded is 19.97%, and Grade 5 22.51% met or exceeded standards.	The 2023-24 CAST results are: all grades 22.36% Met or Exceeded Standards, all high school grade at 21.59%, Grade 8 is 18.01%, and Grade 5 is 27.87%	The 2024-25 CAST results are: all grades 23.31% Met or Exceeded Standards, all high school grade at 22.18%, Grade 8 is 20.25%, and Grade 5 is 28.13%	Met or Exceeded Standards, All grades 24% High school 24%, Grade 8 23% Grade 5 25%	Met or Exceeded Standards, All grades increase of 2.18% High school increase of 1.13% Grade 8 increase of 0.28% Grade 5 increase of 5.62%
3.14	Senior Survey	99% of 2023 senior students surveyed replied that they had plans to attend college and/or work after graduation.	99.7% of 2024 seniors surveyed plan to attend college and/or work after graduation.	98.6% of 2025 seniors surveyed plan to attend college and/or work after graduation.	100% of senior students surveyed have plans to attend college and/or work after graduation.	Decrease of 0.4%
3.15	STAR Reading Assessment-English Learner	In 2023-2024, 29% of English Learners in 2nd grade are scoring at or above the 40th percentile on the Star Reading Assessment.	In 2024-2025, 33.7% of English Learners in 2nd grade are scoring at or above the 40th percentile on the Star Reading Assessment.	In 2025-2026, 33.8% of English Learners in 2nd grade are scoring at or above the 40th percentile on the Star Reading Assessment.	33% of English Learners in 2nd grade are scoring at or above the 40th percentile on the Star Reading Assessment.	Increase of 4.8%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.16	STAR Literacy Assessment-English Learner	In 2023-2024, 35% of English Learners in Kinder and 1st grades are scoring at or above the 40th percentile on the Star Early Literacy Assessment.	In 2024-2025, 30% of English Learners in Kinder and 1st grades are scoring at or above the 40th percentile on the Star Early Literacy Assessment.	In 2025-2026, 14.4% of English Learners in Kinder and 1st grades are scoring at or above the 40th percentile on the Star Early Literacy Assessment.	39% of English Learners in Kinder and 1st grades are scoring at or above the 40th percentile on the Star Early Literacy Assessment.	Decrease of 20.6%
3.17	CAASPP Scores ELA - Elementary and Middle School	The percentage of 5th grade students Meeting/Exceeding Standards in the ELA CAASPP assessments is 43.55% for 2022-23. The percentage of 8th grade students Meeting/Exceeding Standards in the ELA CAASPP assessments is 36.29% for 2022-23.	38.69% of 5th graders Met/Exceeded Standards in the ELA for 2023-24. 33.64% of 8th graders Met/Exceeded Standards in the ELA for 2023-24.	42.1% of 5th graders Met/Exceeded Standards in the ELA for 2024-25. 31.54% of 8th graders Met/Exceeded Standards in the ELA for 2024-25.	The percentage of 5th grade students Meeting/Exceeding Standards in the ELA CAASPP assessments is 48%. The percentage of 8th grade students Meeting/Exceeding Standards in the ELA CAASPP assessments is 40%.	1.45% decrease for 5th graders 4.75% decrease for 8th graders
3.18	CAASPP Scores Math - Elementary and Middle School	The percentage of 5th grade students Meeting/Exceeding Standards in the Math CAASPP assessments is 20.3% for 2022-23. The percentage of 8th grade students Meeting/Exceeding Standards in the Math CAASPP assessments is 23.56% for 2022-23.	24.11% of 5th graders Met/Exceeded Standards in Math for 2023-24. 22.37% of 8th graders Met/Exceeded Standards in Math for 2023-24	25.26% of 5th graders Met/Exceeded Standards in Math for 2024-25. 26.7% of 8th graders Met/Exceeded Standards in Math for 2024-25	The percentage of 5th grade students Meeting/Exceeding Standards in the Math CAASPP assessments is 26%. The percentage of 8th grade students Meeting/Exceeding Standards in the Math CAASPP	4.96% increase for 5th graders 3.14% increase for 8th graders

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					assessments is 28%.	
3.19	Star Reading Assessment - 3rd Grade	45.7% of 3rd grade students scored at or above the district benchmark on the Star Reading assessment in 23-24.	50.8% of 3rd grade students scored at or above the district benchmark on the Star Reading assessment in 24-25.	N/A - Change in assessment from Star Reading to iReady.	50% of 3rd grade students scored at or above the district benchmark on the Star Reading assessment.	N/A

Goal Analysis [2025-26]

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

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

The district successfully executed the majority of Goal 3 Actions during the current reporting period. Key milestones include:
Action 3.1: Building on previous efforts, all certificated staff have completed comprehensive training in the Universal Design for Learning (UDL) framework, ensuring a standardized approach to inclusive instructional design.
Action 3.2: AVID Excel and specialized English Language Development (ELD) courses were successfully maintained as core components of our summer programming.
Action 3.3: Having fully staffed our interventionist positions at the start of the 2025-26 school year, the district successfully utilized a hybrid "push-in and pull-out" service model to provide targeted student support since August.
Action 3.6: Access to Technology and Online Instructional Programs was implemented, devices were provided to students and online educational platforms were purchased and implemented. However, not all of the budgeted projects were implemented.
Action 3.7: ERUSD remains committed to expanded counselor access at the secondary level. We are currently in the fifth and final year of our strategic partnership with Hatching Results, focusing on professional development that equips counselors to better serve our unduplicated student populations (Foster Youth, Homeless, Low-Income, and English Learners).
Action 3.8: We did not offer specific Dual Language Immersion professional development. There was a focus on PD that concentrated on the new i-Ready program, UDL, and the new science textbooks. The focus on those professional development areas is included in other actions, such as Action 3.1.
Action 3.9: College and Career Readiness, the majority of services were offered. However, the PSAT exam was not administered schoolwide and there was a decrease in the number of students who took AP and IB exams which resulted in a lowed expenditure than what was budgeted.
Action 3.13 was partially implemented but did not use the full budget amounted. This year classified staff was provided with more professional development opportunities than in previous years. However, we did not meet the budgeted expenditure of $750,000 because there were limited opportunities to provide professional development.

General Implementation: Actions 3.4, 3.5, 3.6, 3.11, and 3.12 were fully implemented as originally designed.

While the majority of the goal was met, the district navigated the following complexities:
Staffing & Retention (Action 3.10): The primary challenge for Action 3.10 involved the recruitment and retention of qualified instructional support staff.

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.

This goal has several actions where the budgeted expenditures and estimated actual expenditures have differences. Extended learning opportunities (Action 3.2) was also less than anticipated ($1,070,834) as a result of our partnership with Rio Hondo who pays for the salaries of our high school summer school teachers and middle school summer school math classes. Action 3.3 expenditures will be below the estimated amount. Due to master schedule constraints, we were not able to provide more secondary support periods.
Academic Programs College and Career Readines (Action 3.4) all parts of this action were offered but the budgeted amount was much higher than the actual expenditures ($3,010,536). (Action 3.9) did not meet the estimated budgeted amount; the majority of services were offered. However, the PSAT exam was not administered schoolwide and there was a decrease in the number of students who took AP and IB exams. Increase Access to Academic Counselors (Action 3.7) this action was fully implemented however, the actual expenditure of the four salaries was approximately $75,000 below the budgeted expenditures. There was a significant difference for (Action 3.8), Dual Language Immersion Support/Professional Development from our planned expenditures. While teachers and staff did receive professional development; we did not offer specific Dual Language Immersion professional development. Small Group Instructional Opportunities for Students (Action 3.10) did not meet the budgeted expenditure due to challenges of hiring instructional aides to support in classrooms. Class Size Reduction (Action 3.11) exceeded the budgeted expenditure by approximately $500,000 this year because we provided additional classes with small class sizes as compared to 2024-2025. This resulted in the addiotinal estimated expenditure. All aspects of Renaissance Products (Action 3.12) were implemented but there was a decrease in need for supplementary subscriptions to optional programs like Freckle and MyOn with the transition to i-Ready. Therefore, the estimated actuals were less than the budgeted expenditures. Professional Development to Support English Learners for Classified Staff Working Directly with Students (Action 3.13) was implemented this year classified staff was provided with more professional development opportunities than in previous years. However, we did not meet the budgeted expenditure of $750,000 because there were limited opportunities to provide professional development.

Access to Technology and Online Instructional Programs (Action 3.6) action was implemented, devices were provided to students and online educational platforms were purchased and implemented. However, the expenditure ($2,554,705) was below the planned expenditures because not all of the budgeted projects were not implemented. The IT department was impacted by an unforeseen staffing absence that resulted in the pause of some major projects. We plan to move forward with those projects next year. The action was implemented, devices were provided to students and online educational platforms were purchased and implemented.

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

Overall, the majority of Goal 3 actions have demonstrated effectiveness in making progress toward the goal, as evidenced by growth across most associated metrics. Actions 3.1, 3.3, and 3.5 share several common metrics, and the data largely reflects positive outcomes. On the CA School Dashboard ELA Assessment, Foster Youth showed a notable 19.4-point increase and English Learners showed a 6.7-point increase. Low Income students gained 1.8 points in ELA. In Math, English Learners gained 8.1 points and Low Income students gained 12.3 points, though Foster Youth showed an 11.1-point decrease in Math, which warrants continued monitoring. For Action 3.5 specifically, 11th grade CAASPP data showed mixed results — English Learners saw a 3.79% decrease in ELA, while Low Income students showed a 0.93% increase in ELA and a 7.5% increase in Math. English Learners showed no change on the Math CAASPP. Overall, these actions are showing effectiveness for most subgroups, with the exception of Foster Youth in Math and 11th grade English Learners in ELA. Action 3.2 demonstrated broad effectiveness across multiple metrics. The CA School Dashboard showed an overall 3.3-point increase in ELA and a 13.2-point increase in Math. Graduation rates improved for both English Learners (8.4% increase) and Low Income students (0.8% increase), though the Foster Youth subgroup did not have sufficient data to measure growth. Chronic Absenteeism rates declined across all three subgroups — Foster Youth decreased by 6.1%, English Learners by 7.7%, and Low Income students by 7%. Actions 3.4, 3.7, and 3.9 are proving to be effective. While the Class of 2025 experienced a 5.3% increase, there was also a 9.3% increase for English Learners and 5.8% increase for Low Income students which supports the effectiveness of Action 3.9; the Class of 2025 Students experiencing homelessness data was NA. But, the metric shows growth for the other two identified subgroups. A-G Completion rates increased by 8.6% for English Learners and 1% for Low Income students, reflecting the impact of Action 3.4. On the College and Career Readiness Dashboard, both Actions 3.7 and 3.9 showed positive results — Low Income students increased by 5.8% and English Learners increased by 9.3%. Insufficient data was available to measure growth for Foster Youth under Action 3.9. Overall, these actions are demonstrating meaningful progress, particularly for English Learners. Action 3.6 showed effectiveness through a 0.4% increase in the EL Reclassification Rate and a 5.8% increase in College and Career Readiness for Low Income students. Action 3.8, which is specific to South Ranchito and Rivera Middle School, was not implemented and so effectiveness cannot be determined. The effectiveness of Actions 3.10 and 3.11 is measured through STAR Universal Screeners for Literacy and Reading, as well as ELA and Math Dashboard scores for English Learners and Low Income students. STAR Reading scores increased by 4.8% for English Learners. On the ELA Dashboard, English Learners gained 6.7 points and Low Income students gained 1.8 points. In Math, English Learners gained 8.1 points and Low Income students gained 12.3 points. These results indicate that both actions are effectively supporting English Learners and Low Income students. Action 3.12 showed mixed results. STAR Reading scores increased by 4.8%, and the CA Dashboard ELPI showed a significant 32.1% increase, indicating strong progress in English language proficiency. However, 11th grade English Learners showed a 3.79% decrease in ELA CAASPP scores and no change in Math CAASPP. While the ELPI growth and STAR Reading gains are encouraging signs of effectiveness, the lack of growth in CAASPP scores suggests that continued focus on academic achievement for English Learners at the high school level is needed. Action 3.13 showed limited effectiveness based on its associated metrics. Eleventh grade English Learners experienced a 3.79% decrease in ELA CAASPP scores and no change in Math CAASPP. These results suggest that while the action may be providing some support, it has not yet translated into measurable gains on state assessments for this subgroup, and adjustments to this action should be considered.

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.

A change was made to metric 3.19 during year 2 (25-26 school year). ERUSD transitioned from using the Star Reading Assessment as its local screener to using the iReady Reading Diagnostic to measure student growth in reading. Since the different assessment systems measure growth differently, we are unable to provide a Year 2 outcome that is comparable to the baseline data. This metric will no longer be

measured. The budgeted expenditures for Actions 3.2, 3.8, and 3.13 have been adjusted for the 2026-2027 school year to better reflect the estimated actual expenditures. There will be no changes to the services provided under these actions.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Professional Development for Teachers	To support our English Learner and Foster Youth student populations El Rancho Unified School District will engage in a range of professional development activities focused on supporting our skilled teaching staff with further developing their repertoire of instructional strategies to meet the unique learning needs of our English Learner and Foster Youth student population. In particular, professional development will examine and build teacher efficacy with identifying and effectively addressing specific student learning needs via a multi-year initiative focused on Universal Design for Learning. As participants in UDL training, teachers districtwide will learn about providing flexibility in the manner students access material, engage with academic content, and demonstrate what they have learned. The expectation is that Universal Design for Learning (UDL) will expand opportunities for unduplicated students to access core content in new, substantive ways that affords all students an equal opportunity to succeed.	$2,000,000.00	Yes
3.2	Extended Learning Opportunities and Enhanced Materials	ERUSD will support English Learners, low-income students, and foster youth by providing enhanced materials, supports, and extended learning opportunities. This will include providing extended learning programs before/after school, Saturdays, and summer. It will also include the implementation of AVID Excel at the middle school level. This action aims to significantly improve academic achievement and student engagement of these unduplicated pupils.	$1,500,000.00	Yes
3.3	School Site Based Teachers on Special Assignment Providing Instructional Support	To provide instructional support, ERUSD will have teachers on special assignment at elementary and secondary schools, and teachers with release periods at secondary schools, to provide support for teachers and students in the areas of ELA and Math. These teachers may support with implementing a variety of interventions and extended opportunities for	$2,500,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
	at the Elementary and Secondary Levels	student learning, including integrating technology across core content areas so that teachers can plan additional support for our English Learner, Low Income, and Foster Youth students in an effort to close the achievement gap for our students in grades TK-12. This action will also serve to support the schools and student groups that received a red on the ELA and Math indicators on the California Dashboard.		
3.4	Academic Programs	Introduce, implement, and maintain academic programs(i.e., AVID, Project Lead the Way, Dual Enrollment, CTE, Ethnic Studies and others) that give students TK-12 the opportunity to think critically and creatively, while communicating effectively.	$3,000,000.00	Yes
3.5	Content Experts/Teachers on Special Assignments Providing Support District-Wide	ERUSD received red indicators in both ELA and Math for our English Learner and Foster Youth subgroups, and orange and yellow indicators respectively for our low income students. Teachers on Special Assignment who are content experts in mathematics, English, science, technology, and curriculum and instruction will provide professional development for teachers throughout the district, preschool through twelve with a focus on supporting English Learners, Foster Youth, and low income students. This action will support all student groups at school sites that received red indicators in math and ELA. These schools are North Park Academy of the Arts, Rivera Middle School, and South Ranchito Dual Language Academy.	$900,000.00	Yes
3.6	Access to Technology and Online Instructional Programs	Continue the provision of 1:1 electronic devices in grades TK-12 to enhance instruction for English learners and low-income students. This action will also include access to online instructional platforms that provide personalized instruction based on student needs, such as iReady.	$2,500,000.00	Yes
3.7	Increase Access to Academic Counselors	Provide four additional academic counselors (3 at the middle school level, one at the high school level) to increase access and academic support for ELs and low income students.	$550,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.8	Dual Language Immersion Support/Professional Development	To support the proper implementation of the dual language program, we will offer professional development workshops for teachers focused on effective EL teaching practices, and creating parental engagement programs that provide language classes and informational workshops for parents. Additionally, ERUSD will establish supplemental tutoring and after-school programs to offer ELs extra language support and homework assistance. ERUSD will also implement the use of technology with language learning platforms and/or software, and ensure access to digital resources to support our ELs academic success.	$300,000.00	Yes
3.9	College and Career Readiness Support Services	ERUSD will promote college and career readiness through activities and provide information on post-secondary options specifically designed for English Learners, foster and low-income students. ERUSD will fund the cost of all Advanced Placement, PSAT, and International Baccalaureate Exam Fees for these student groups who are enrolled in AP and IB courses. ERUSD will also provide college and career counseling activities and provide information on post-secondary options. Instructional materials related to college and career readiness activities will also be purchased and provided. Resources and activities that promote and support attendance at post-secondary institutions will be provided to English learners, Foster youth, and low-income students, such as the annual College Fair, FAFSA and College Application Workshops, and field trips for students and parents to post-secondary institutions. This action will also serve to support all student groups that received red indicator for the College and Career Indicator.	$1,550,000.00	Yes
3.10	Small Group Instructional Opportunities for Students	Enlist the assistance of trained paraprofessionals to facilitate small group instruction for English Learners and Low-Income students in grades K-2. This action will enhance Tier 1 and Tier 2 supports for these students by facilitating more individualized assistance to address students' specific academic needs.	$900,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.11	Class size reduction	Provide small class sizes for low-income students grades TK-3 to promote academic and social emotional development and overall school success.These smaller class sizes will facilitate: (1) teachers working with small groups of students from low-income and English Learner families in a more intensive, sustained manner; (2) the opportunity to provide students from low-income and English Learners families with smaller peer groups within which teachers can monitor interactions and scaffold problem solving and conflict resolution—key elements of later school success; (3) rich opportunities for teachers to engage in on-going dialogue with English Learners as a vehicle for promoting oral language development, a critical foundational skill correlated with later reading and writing achievement; and (4) the formation of healthy, nurturing relationships between teachers and students.	$5,554,257.00	Yes
3.12	Renaissance Products	ERUSD will use Renaissance's Star 360, Accelerated Reader, and DNA platforms to provide support to English Learner students. Star 360 assesses students' reading, writing, and language skills, including their English proficiency levels. This data allows teachers to identify each English learner's strengths and weaknesses, enabling them to tailor instruction to meet their specific needs. The Accelerated Reader program which is designed to improve reading skills and foster a love for reading among students, includes comprehension quizzes that test students' understanding of the books they have read and are designed to assess their understanding of the plot, characters, and main ideas of the books. The DNA platforms provides is what we use to assess and administrate our interim assessments which gives us valuable data for addressing English Learner needs.	$225,000.00	Yes
3.13	Professional Development to Support English Learners for Classified Staff Working Directly with Students	To support our English Learner student populations El Rancho Unified School District will provide our a range of professional development activities focused on supporting our classified staff who work directly with students with developing their repertoire of instructional strategies to meet the unique learning needs of our English Learner student population. In particular, professional development will examine address specific student learning needs in a variety of subject areas.	$350,000.00	Yes

Action #	Title	Description	Total Funds	Contributing

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	ERUSD will improve English Learner student performance by increasing the number of ELs reclassified by the end of elementary school and reducing the number of long-term EL students in secondary school.	Broad Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

ERUSD is committed to providing equitable opportunities for all students, including English Learners (ELs), to achieve academic success. Understanding the importance of equity, we analyzed data related to EL student performance, including proficiency levels, academic achievement, and reclassification rates. Through this analysis, we determined that there were disparities in outcomes for EL students, particularly in terms of long-term English Learners. By examining this data, ERUSD identified a need to develop a goal for English Learners. The development of this goal was informed by input from a diverse range of educational partners, including EL students, their families, educators, administrators, and community members. Through this collaboration, we understood the importance of providing comprehensive support for EL students to ensure their success in school and beyond. The goal of improving EL student performance reflects our commitment to equity and excellence, ensuring that EL students have the resources and support necessary to succeed in and out of the classroom.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Percent of current English Learner (EL) students who progressed or maintained an ELPI level	2022-2023 53.4% Progressed or Maintained	For the 2023-2024 school year, 80.1% Progressed or Maintained an ELPI level.	For the 2024-2025 school year, 85.5% Progressed or Maintained an ELPI level.	57% Progressed or Maintained	32.1% Increase
4.2	English Learner Reclassification Rate	The English Learner Reclassification Rate in 2022-2023 is 17%.	For the 2023-2024 school year,15.5% of our EL students reclassified.	For the 2024-2025 school year, 17.4% of our EL students reclassified.	The English Learner Reclassification Rate will be 25%	0.4 % Increase

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.3	ELA CAASPP scores for English Learners (ELs)	2022-2023: 10.61% Met or Exceeded Standard for ELA	For the 2023-2024 school year, 8.82% Met or Exceeded Standards for ELA.	For the 2024-2025 school year, 9.71% of our ELs Met or Exceeded Standards for ELA.	15% Met or Exceeded Standard for ELA	0.9% Decrease
4.4	Math CAASPP scores for English Learners (ELs)	2022-2023: 7.60% Met or Exceeded Standard for Math	For the 2023-2024 school year, 8.28% Met or Exceeded Standards for Math.	For the 2024-2025 school year, 9.04% of our ELs Met or Exceeded Standards for Math	11% Met or Exceeded Standard for Math	1.44% Increase
4.5	Summative ELPAC Results	2022-2023: 16.57% Proficient	For the 2023-2024 school year, 13.43% Proficient.	For the 2024-2025 school year, 16.50% of our ELs were Proficient.	25% Proficient	0.07% Decrease

Goal Analysis [2025-26]

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.

Implementation of Goal 4 actions generally aligned with the planned strategies outlined in the LCAP, and most actions were carried out as intended to support English Learners (ELs) and Long-Term English Learners (LTELs). Actions focused on strengthening English language development instruction, improving staff collaboration and articulation, monitoring EL progress, and ensuring implementation of the district's EL Master Plan.

Action 4.1 – EL Resource Teacher
The EL Resource Teacher consistently provided professional development and instructional support for TK-12 teachers focused on Designated and Integrated English Language Development (ELD), academic language development, and evidence-based instructional strategies to support ELs and LTELs. Support included professional development, classroom observations, instructional rounds, and lesson study opportunities aligned to the district's EL Master Plan. Implementation of this action aligned with strong growth in English Learner Progress Indicator (ELPI) outcomes. The percentage of current EL students who progressed or maintained an ELPI level increased from 53.4% in 2022-2023 to 85.5% in 2024-2025, substantially exceeding the Year 3 target of 57%. In addition, the English Learner reclassification rate increased slightly from 17% in 2022-2023 to 17.4% in 2024-2025.

Action 4.2 – Staff Articulation and Collaboration

Structures for staff articulation and collaboration were implemented to support ongoing collaboration across grade spans and school levels. Vertical articulation efforts supported alignment of instructional practices for EL students transitioning between elementary, middle, and high school levels, including support for Rivera Middle School related to the English Learner Progress Indicator. Implementation of collaboration structures aligned with continued growth in ELPI outcomes, with 85.5% of English Learners progressing or maintaining ELPI levels in 2024-2025 compared to the baseline of 53.4%.

Action 4.3-Support Services for EL Monitoring

Support services for English Learner (EL) monitoring continued during the 2025–2026 school year to assist with tracking student progress and monitoring English Learner achievement data. In addition, Instructional III bilingual aides were hired during the year to further support English Learners and multilingual learners. While the program was successfully implemented, not all bilingual aide vacancies were filled, which limited the full level of support originally planned and may have impacted the measurable differences in student outcomes.

Because these positions were recently implemented and staffing was not fully realized, measurable outcome data specifically reflecting the impact of these additional supports is not yet available. However, the district observed a slight increase in the English Learner reclassification rate, from 17.0% in 2022–2023 to 17.4% in 2024–2025, indicating continued progress in supporting English Learners toward English proficiency and reclassification.

Action 4.4 – English Language Development
Designated and Integrated English Language Development continued to be provided to English Learners and Long-Term English Learners in alignment with ERUSD's EL Master Plan. District efforts remained focused on strengthening language acquisition supports and ensuring EL students received access to both language development and grade-level academic instruction. Implementation of ELD supports aligned with positive growth in ELPI outcomes and modest improvement in math achievement. Math CAASPP scores for English Learners increased from 7.60% meeting or exceeding standards in 2022-2023 to 9.04% in 2024-2025. However, ELA CAASPP performance for English Learners decreased from 10.61% meeting or exceeding standards in 2022-2023 to 9.71% in 2024-2025, remaining below the target of 15%.

Action 4.5 – EL Master Plan
ERUSD continued implementation of the EL Master Plan to identify, serve, and support English Learners in acquiring English language proficiency. During the 2025-2026 school year, the district also began the process of updating the EL Master Plan to better align with current instructional practices, student needs, and state guidance related to English Learner programs and services. Implementation of the EL Master Plan aligned with strong ELPI outcomes, as 85.5% of English Learners progressed or maintained ELPI levels in 2024-2025 compared to 53.4% in 2022-2023. However, Summative ELPAC proficiency rates remained relatively unchanged, decreasing slightly from 16.57% proficient in 2022-2023 to 16.50% in 2024-2025, remaining below the target of 25%.

Overall, implementation of Goal 4 actions resulted in notable successes, particularly in English Learner Progress Indicator outcomes and modest growth in math achievement and reclassification rates. At the same time, continued challenges in ELA achievement, ELPAC proficiency, and the impact of updated state reclassification guidance for dually identified students indicate the need for ongoing refinement of instructional supports and targeted interventions for English Learners and Long-Term English Learners.

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.

4.1-The estimated actual expenditure of $185,000 was less than the budgeted $195,442 due to lower-than-projected salary and benefit costs. The position remained fully implemented, and services for English Learners were maintained.

4.2- The estimated actual expenditure of $1,650,000 was less than the budgeted $1,750,000 due to lower-than-anticipated costs. The action was fully implemented, and services continued to support staff collaboration, alignment, and instructional continuity.

4.3-The estimated actual expenditure of $100,000 was lower than the budgeted $400,000 due to staffing vacancies and unspent contracted services. Despite the reduced expenditure, essential supports were provided to monitor English Learner progress and maintain program compliance.

4.4-There were no material differences between budgeted expenditures and estimated actual expenditures for this action. No funds were allocated to this item in the budget; therefore, both the budgeted amount and the estimated actual expenditures reflect $0.

4.5-There were no material differences between budgeted expenditures and estimated actual expenditures for this action. No funds were allocated to this item in the budget; therefore, both the budgeted amount and the estimated actual expenditures reflect $0.

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

Action 4.1 – EL Resource Teacher
The professional development and instructional support provided by the EL Resource Teacher appear to be contributing positively to English Learner language development. This is reflected in the significant increase in the percentage of EL students who progressed or maintained their ELPI level, which increased from 53.4% in 2022-2023 to 85.5% in 2024-2025, substantially exceeding the Year 3 target of 57%. The English Learner reclassification rate also increased slightly from 17% to 17.4%, suggesting modest progress in supporting students toward English proficiency and reclassification.

Action 4.2 – Staff Articulation and Collaboration
Structures for vertical articulation and collaboration were implemented to support continuity of instructional practices for English Learners across grade spans. Academic achievement outcomes demonstrated mixed effectiveness. ELA CAASPP scores for English Learners declined from 10.61% meeting or exceeding standards in 2022-2023 to 9.71% in 2024-2025, remaining below the target of 15%. However, Math CAASPP scores for English Learners increased from 7.60% to 9.04%, demonstrating modest progress toward the 11% target. These results suggest that while collaboration structures may be supporting incremental improvement in math achievement, additional refinement is needed to strengthen academic outcomes in ELA.

Action 4.3 – Support Services for EL Monitoring

Support services for EL monitoring were implemented to strengthen the district's ability to track student progress and provide targeted interventions. The district also hired Instructional III bilingual aides during the 2025-2026 school year to further support English Learners and multilingual learners, although measurable impact data is not yet available. The English Learner reclassification rate increased slightly from 17% in 2022-2023 to 17.4% in 2024-2025. Summative ELPAC proficiency rates remained relatively unchanged overall when compared to the baseline, decreasing slightly from 16.57% proficient in 2022-2023 to 16.50% in 2024-2025. However, there was marked improvement from the 2023-2024 school year, bringing proficiency rates closer to the baseline level and suggesting progress toward recovery in English language proficiency outcomes.

In addition, updated state guidance issued in September 2024 impacted reclassification outcomes for dually identified students. The revised guidance requires students to meet overall proficiency on the Summative ELPAC or Level 3 on the Summative Alternate ELPAC in order to qualify for reclassification consideration. This change eliminated the use of alternate criteria by IEP teams for ELPAC performance under Criterion 1, resulting in fewer dually identified students being eligible for reclassification during the 2024-2025 school year.

Action 4.4 – English Language Development
Designated and Integrated English Language Development was provided in alignment with the district's EL Master Plan. These supports appear to have contributed positively to English Learner language development, as evidenced by the increase in ELPI outcomes from 53.4% to 85.5%. In addition, Math CAASPP performance for English Learners improved from 7.60% to 9.04%. However, ELA CAASPP performance declined from 10.61% to 9.71%, and Summative ELPAC proficiency remained relatively unchanged at 16.50%, indicating that additional supports may be needed to accelerate academic achievement and English language proficiency outcomes.

Action 4.5 – EL Master Plan
Implementation of the EL Master Plan provided a framework for identifying, serving, and supporting English Learners across the district. The district also began the process of updating the EL Master Plan during the 2024-2025 school year to better align with current student needs and state guidance. Overall outcomes demonstrated mixed effectiveness. ELPI performance showed substantial growth, increasing from 53.4% to 85.5%, while Math CAASPP performance improved modestly from 7.60% to 9.04%. However, ELA CAASPP performance declined from 10.61% to 9.71%, and Summative ELPAC proficiency remained relatively unchanged, decreasing slightly from 16.57% to 16.50%. These results indicate that while the EL Master Plan is supporting growth in language development, continued refinement and targeted supports are needed to improve academic achievement and English proficiency outcomes across all metrics.

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

Based on the analysis of Year 2 implementation and outcome data, no substantive changes to the planned goal, metrics, target outcomes, or actions are being made for the coming year. The majority of actions were implemented as intended, and maintaining consistency in implementation will allow the district to continue monitoring the effectiveness of current strategies designed to support English Learners (ELs) and Long-Term English Learners (LTELs). Continued review of local and state data will inform any future adjustments that may be necessary to improve English language proficiency, academic achievement, and reclassification outcomes.

Implementation data demonstrated several areas of positive progress. The percentage of English Learners who progressed or maintained an ELPI level increased significantly from 53.4% in 2022-2023 to 85.5% in 2024-2025, substantially exceeding the Year 3 target of 57%. Math CAASPP performance for English Learners also improved from 7.60% meeting or exceeding standards in 2022-2023 to 9.04% in 2024-2025. In addition, the English Learner reclassification rate increased slightly from 17% to 17.4%.

At the same time, several outcome areas continue to indicate the need for sustained support and ongoing monitoring. ELA CAASPP performance for English Learners decreased from 10.61% meeting or exceeding standards in 2022-2023 to 9.71% in 2024-2025, remaining below the target of 15%. Summative ELPAC proficiency rates remained relatively unchanged overall when compared to the baseline, decreasing slightly from 16.57% proficient in 2022-2023 to 16.50% in 2024-2025.

The district will continue implementation of the EL Resource Teacher supports, staff articulation and collaboration structures, EL monitoring supports, and Designated and Integrated English Language Development services aligned to the district's EL Master Plan. In addition, the district will continue the process of updating the EL Master Plan to better align with current instructional practices, student needs, and updated state guidance regarding English Learner programs and reclassification requirements.

No changes are being made to the planned metrics or target outcomes for Goal 4 at this time. Continued implementation of current actions, including recently added Instructional III bilingual aides, will allow the district to further evaluate the impact of targeted supports on English Learner achievement, English language proficiency, and reclassification outcomes in future years.

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	EL Resource Teacher	An EL Resource Teacher who is a content expert in ELD/Language acquisition will provide professional development for TK-12 teachers, with a focus on supporting English Learners and Long Term English Learners (LTELs). To meet the needs of all English Learners, the EL Resource Teacher will provide professional development focused on English language development for English Learners and Long Term English Learners as described in ERUSD's EL Master Plan.The EL Resource Teacher will share evidence-based strategies that support this student group. Support topics include Designated and Integrated ELD, academic language and language objectives. This Resource Teacher will also provide instructional support at all sites for teachers of English Learners, including LTELs; this assistance will include classroom observations, instructional rounds and Lesson Studies.	$185,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
4.2	Staff Articulation and Collaboration	Establish structures to facilitate on-going staff collaboration at school sites. Collaboration efforts may include vertical articulation across levels (i.e. preschool and elementary, elementary and middle school, middle school and high school) related to instructional best practices and implementation to serve the needs of English Learner students. This action will also serve to meet the needs of English Learners at Rivera Middle school that received a red indicator in the English Learner Progress Indicator.	$1,650,000.00	Yes
4.3	Support services for EL monitoring	Hire support staff to assist with monitoring English Learner progress. Teachers and support staff will track English Learner progress in all areas, including listening, speaking, reading, writing, and academic content. This will help identify student strengths, areas of need, and areas where targeted support is needed. This action will also serve to meet the needs of English Learners at Rivera Middle school that received a red indicator in the English Learner Progress Indicator.	$300,000.00	Yes
4.4	English Language Development	To meet the needs of all English Learners, ERUSD will provide designated and integrated English language development to English Learners and Long Term English Learners as described in ERUSD’s EL Master Plan.	$0.00	No
4.5	EL Master Plan	To meet the needs of all English Learners, ERUSD will identify, serve, and support all EL students with limited proficiency in the English language in accordance with ERUSD's EL Master Plan to ensure students acquire English language proficiency.	$0.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	Salazar HS will increase student math and ELA performance and college and career readiness by increasing the number of students completing a CTE pathway by June 2027, including Hispanic and socio-economically disadvantaged students.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 6: School Climate (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

This goal was developed to address low academic performance in English Language Arts and Mathematics and to increase college and career readiness outcomes for students at Ruben Salazar High School. Data indicated a need to improve opportunities for students, particularly Hispanic and socio-economically disadvantaged students, to engage in meaningful pathways that support academic achievement and postsecondary success. Expanding Career Technical Education (CTE) pathway completion is intended to increase student engagement, provide career-connected learning experiences, and improve readiness for college and careers by June 2027. During our school site educational partners meeting, they expressed a strong interest in expanding Career Technical Education (CTE) pathway offerings beyond the current Regional Occupational Program (ROP) pathways in Life Management and Health Services. This goal is being implemented address all student groups in the Red. Salazar has two student groups (Low-Income and Hispanic) in the red for math and ELA performance and college and career readiness on the California Dashboard. By increasing CTE offerings, we plan to increase math and performance and the rate of College and Career Readiness.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	Ruben Salazar High School College & Career Readiness	The Ruben Salazar College & Career Readiness for the 2022-2023 California School Dashboard was that 0% of students were prepared.	2.3% of students were prepared in 2023-2024.	1.2 % students were prepared in 2024-25.	10% of Ruben Salazar HS students will be College & Career Ready	1.2 % Increase

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.2	Ruben Salazar High School College & Career Readiness	The Ruben Salazar College & Career Readiness for the 2022-2023 California School Dashboard was that 0% of Hispanic students were prepared.	2.3% of Hispanic students were prepared in 2023-2024.	1.2% of Hispanic students were prepared in 2024-25.	10% of Ruben Salazar HS Hispanic students will be College & Career Ready	1.2 % Increase
5.3	Ruben Salazar High School College & Career Readiness	The Ruben Salazar College & Career Readiness for the 2022-2023 California School Dashboard was that 0% of Low Income students were prepared.	2.4% of Low Income students were prepared in 2023-2024.	1.2 % of Low Income students were prepared in 2024-2025.	10% of Ruben Salazar HS Low Income students will be College & Career Ready	1.2 % Increase
5.4	Ruben Salazar High School Suspension Rate	The Ruben Salazar High School suspension rate for the 2022-2023 school year was 9.1%.	2023-24 suspension rate was 12.2%	The Ruben Salazar High School suspension rate for the 2024-25 was 8.6%.	The Ruben Salazar High School suspension rate will be 7%	0.5 % Decrease
5.5	Ruben Salazar High School Suspension Rate	The Ruben Salazar High School Hispanic suspension rate for the 2022-2023 school year was 9.2%.	2023-24 Hispanic student suspension rate was 9.1%	The Ruben Salazar High School Hispanic student suspension rate for the 2024-25 was 8.8%.	The Ruben Salazar High School Hispanic students suspension rate will be 7%	0.4% Decrease
5.6	Ruben Salazar High School Suspension Rate	The Ruben Salazar High School Students with Disabilities suspension rate for the 2022-2023 school year was 13.3%.	2023-24 Students with Disabilities suspension rate was 13.3%	The Ruben Salazar High School students with Disabilities suspension rate for the 2024-25 was 9.4%.	The Ruben Salazar High School Students with Disabilities suspension rate will be 10%	3.9 % Decrease
5.7	Ruben Salazar High School Suspension Rate	The Ruben Salazar High School Low Income suspension rate	2023-24 Low Income	The Ruben Salazar High School Low	The Ruben Salazar High School Low	No Change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		for the 2022-2023 school year was 9.1%.	suspension rate was 13.3%	Income suspension rate for the 2024-25 was 9.1%.	Income students suspension rate will be 7%	
5.8	District Level Program ELA CAASPP Scores	28.26% of students in District Level Program met or exceeded standards for ELA.	31.25% of students met or exceeded standards for ELA in 2023-2024.	Metric is no longer monitored	32% of students in District Level Program will meet or exceed standards for ELA.	N/A
5.9	District Level Program Math CAASPP Scores	15.39% of students in District Level Program met or exceeded standards for math.	17.72% of students met or exceeded standards for math in 2023-2024.	Metric is no longer monitored	19% of student students in District Level Program will meet or exceeded standards for math.	N/A
5.10	Ruben Salazar High School Math CAASPP Scores	0.93% of students at Ruben Salazar High School met or exceeded standards for math in 2023-2024.	N/A	0% of students at Ruben Salazar High School met or exceeded standards for math in 2024-25.	10% of student students at Ruben Salazar High School will meet or exceeded standards for math.	0.93 % Decrease
5.11	Ruben Salazar High School Math CAASPP Scores	1.10% of low income students at Ruben Salazar High School met or exceeded standards for math n 2023-2024.	N/A	0% of Low Income students at Ruben Salazar High School met or exceeded standards for math in 2024-25.	10% of low income student students at Ruben Salazar High School will meet or exceeded standards for math.	1.10 % Decrease
5.12	Ruben Salazar High School Math CAASPP Scores	0% of Hispanic students at Ruben Salazar High School met or exceeded standards for math in 2024-2025.	N/A	N/A	10% of Hispanic students at Ruben Salazar High School will meet or exceeded standards for Math.	N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.13	Ruben Salazar High School ELA CAASPP Scores	7.29% of students at Ruben Salazar High School met or exceeded standards for ELA in 2024-2025.	N/A	N/A	10% of students at Ruben Salazar High School will meet or exceeded standards for ELA.	N/A
5.14	Ruben Salazar High School ELA CAASPP Scores	6.02% of low income students at Ruben Salazar High School met or exceeded standards for ELA in 2024-2025.	N/A	N/A	10% of low income students at Ruben Salazar High School will meet or exceeded standards for ELA.	N/A
5.15	Ruben Salazar High School ELA CAASPP Scores	7.53% of Hispanic students at Ruben Salazar High School met or exceeded standards for ELA in 2024-2025.	N/A	N/A	10% of Hispanic students at Ruben Salazar High School will meet or exceeded standards for ELA.	N/A

Goal Analysis [2025-26]

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.

5.1-All planned actions for Goal 5 were implemented substantially as intended during the 2025–26 school year, with no major substantive differences between planned actions and actual implementation. Ruben Salazar High School continued efforts to expand CTE pathway opportunities, support student wellness through the Feet First Program, and strengthen academic achievement through math instructional planning, professional development, and tutoring supports. While implementation aligned closely with the plan and budgeted amounts, the school experienced varied levels of impact across actions, reflecting both progress in student access and engagement as well as ongoing challenges in improving academic outcomes.

5.2-The Feet First Program was implemented as planned during the 2025–26 school year to provide students with social-emotional learning supports focused on self-awareness, self-management, relationship skills, and responsible decision-making. There were no substantive differences between planned actions and actual implementation, and no funds were used for this action. During 2025–26, the program supported improvements in student behavior and school climate, with suspension outcomes showing overall progress and reductions for several student groups. However, suspension rates for low-income students remained an area of continued need, indicating the importance of sustained and targeted behavioral and engagement supports moving forward.

5.3-The Student Support and Advisement Period was in the planning stage during the 2025–26 school year and was not fully implemented as an operational program. As a result, there were substantive differences between the planned actions and actual implementation. Implementation challenges included the need for additional coordination related to master scheduling, staffing, and program design before full rollout. While the action did not move into full implementation, planning efforts helped identify key structures needed to support future implementation of a sustained advisement model focused on academic guidance, student support, and postsecondary planning.

5.4-The Math Instructional Materials Adoption action was in the planning and preparation phase during the 2025–26 school year. While full implementation did not occur and no funds were expended, important foundational work was completed to support a successful future adoption process.

5.5-Curriculum design and lesson development were implemented as planned during the 2025–26 school year, with no substantive differences between planned actions and actual implementation. Instructional staff engaged in collaborative planning and curriculum refinement to strengthen lesson quality, alignment to standards, and consistency of instruction across classrooms.

5.6-All planned actions were implemented substantially as intended during the 2025–26 school year, with no major substantive differences between planned and actual implementation. The Math Tutoring program expanded in response to increased student participation and academic support needs, resulting in additional tutoring hours and higher-than-anticipated costs. Implementation was successful in increasing student access to targeted math support and improving engagement in academic interventions. A key challenge was the increased demand for services, which required additional staffing and resources beyond the original budget. Overall, the program effectively supported student learning and math achievement goals throughout the 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.

5.1- There are no material differences between the budgeted and estimated actual expenditures, as both the planned and estimated actual amount totaled $203,890.00. The action was implemented as intended, and expenditures aligned with the original budget.

5.2 -The estimated actual expenditure of $0 was lower than the budgeted amount of $5,000 because the program was implemented using existing resources and did not require the use of allocated funds during the 2025–26 school year.

5.3 -The estimated actual expenditure of $0 was lower than the budgeted amount of $10,000 because the action remained in the planning stage during the 2025–26 school year and was not implemented as an operational program. As a result, no funds were expended during the reporting period.

5.4-There are no material differences between the budgeted and estimated actual expenditures, as both the planned and estimated actual amounts were $0. No funds were allocated or expended for this action during the 2025–26 school year.

5.5-The estimated actual expenditure of $0 was lower than the budgeted amount of $20,000 due to implementation of the action through existing staff time and internal collaboration structures, which did not require the use of allocated funds during the 2025–26 school year. As a result, no expenditures were incurred, while curriculum design and lesson development activities continued as planned through ongoing instructional collaboration.

5.6-The estimated actual expenditure of $56,508.72 exceeded the budgeted amount of $30,000 due to increased student participation and higher demand for academic support services during the 2025–26 school year. Additional tutoring hours and staffing were required to ensure students received adequate support in mathematics, resulting in higher-than-anticipated expenditures while expanding access to intervention services.

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

Action 5.1 – Career Technical Education Pathway
The implementation of a second CTE pathway at Ruben Salazar High School resulted in a small increase in College & Career Readiness outcomes. Overall student readiness increased from 0% in 2022-2023 to 1.2% in 2024-2025. Hispanic student readiness also increased from 0% to 1.2%, and low-income student readiness increased from 0% to 1.2%. While these outcomes remain below the 10% target for all groups, the results indicate some progress toward increasing college and career readiness opportunities for students.

Action 5.2 – Feet First Program
The Feet First Program was implemented to improve student behavior and reduce suspension rates through social-emotional learning supports. Suspension outcomes improved overall compared to the baseline year. The overall suspension rate decreased from 9.1% in 2022-2023 to 8.6% in 2024-2025. Hispanic student suspension rates decreased from 9.2% to 8.8%, and suspension rates for Students with Disabilities decreased from 13.3% to 9.4%, exceeding the target of 10%. However, suspension rates for low-income students remained unchanged at 9.1%. These results suggest the program has demonstrated effectiveness in reducing suspensions for several student groups, while additional supports may still be needed for low-income students.

Action 5.3 – Student Support/Advisement Period
Ruben Salazar High School made meaningful progress toward implementing a daily student support/advisement period for the 2025–2026 school year. During 2024–2025, staff engaged in planning, scheduling, and program development to establish the structures necessary for successful implementation. Although the action was not yet fully operational and therefore has limited measurable outcome data, the planning process effectively laid the foundation for increased student engagement, academic monitoring, and relationship-building opportunities. The collaborative efforts of staff and administration have positioned the school to provide targeted student support and strengthen connections between students and school personnel, supporting future progress toward improved student outcomes.

Action 5.4 – Math Instructional Materials Adoption

Ruben Salazar High School, along with all ERUSD secondary schools, began preparation for the pilot and adoption of new math instructional materials during the 2025-2026 school year. Because implementation was still in the preparation stage during 2024-2025, measurable impact on Ruben Salazar High School math outcomes was limited. Math CAASPP performance at Ruben Salazar High School remained at 0% of students meeting or exceeding standards in 2024-2025. However, district-level math performance improved from 15.39% in 2022-2023 to 25% in 2024-2025, exceeding the target of 19%.

Action 5.5 – Math Training for Staff
Specific mathematical support for math instructors through professional development, collaboration, lesson design, and student support strategies was initiated to strengthen instructional practices. While Ruben Salazar High School math outcomes remained at 0% of students meeting or exceeding standards in 2024-2025, district-level math performance improved from 15.39% in 2022-2023 to 25% in 2024-2025. These outcomes suggest that continued implementation of targeted instructional supports may contribute to improved mathematics achievement over time.

Action 5.6 – Math Tutoring
In-class tutoring supports were provided to support students in math classes. Ruben Salazar High School's math CAASPP outcomes remained at 0% of students and 0% of low-income students meeting or exceeding standards in 2024-2025, indicating that the action has not yet produced measurable improvement at the school site level. However, district-level math performance increased from 15.39% in 2022-2023 to 25% in 2024-2025, demonstrating overall districtwide progress in mathematics achievement.

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

Based on reflection on prior implementation and increased student demand for academic support, the Math Tutoring action has been refined for the coming year to strengthen in-class support. Specifically, in-class tutors will be provided within math classrooms to deliver more immediate, targeted assistance to students during instruction.

This adjustment is intended to improve student access to support, increase engagement during core instruction, and more directly address learning gaps in real time. The change reflects the need for more embedded intervention strategies to better support student achievement in mathematics.

Based on the analysis of Year 2 implementation and outcome data, no substantive changes are being made to the planned goal or target outcomes for the coming year. Most actions were implemented as intended, and maintaining consistency in implementation will allow the district to continue monitoring the effectiveness of current strategies and assess longer-term outcomes. Continued review of Dashboard and local data will guide any future refinements needed to improve student engagement, behavior, college and career readiness, and math achievement outcomes at Ruben Salazar High School.

Implementation data demonstrated mixed outcomes across Goal 5 metrics. College & Career Readiness outcomes increased from 0% in the baseline year to 1.2% in 2024-2025 for all students, Hispanic students, and Low Income students, demonstrating modest progress toward expanding career pathway opportunities. Suspension outcomes also demonstrated improvement for several student groups. Overall

suspension rates decreased from 9.1% to 8.6%, Hispanic student suspension rates decreased from 9.2% to 8.8%, and Students with Disabilities suspension rates decreased from 13.3% to 9.4%, exceeding the target of 10%. However, low-income student suspension rates remained unchanged at 9.1%, indicating a continued need for targeted behavioral and engagement supports.

The district will continue implementation of the Feet First Program, student engagement supports, and the second Career Technical Education pathway, as these actions demonstrated positive progress toward improving student engagement and school climate outcomes.

No changes are being made to the following math-focused actions added for the 2026-2027 school year. Action 5.4, Math Instructional Materials Adoption and Action 5.6, Math Tutoring Support will continue to be implemented as planned to address ongoing math achievement challenges at Ruben Salazar High School. Math performance remained an area of significant need, with 0% of all students and 0% of low-income students meeting or exceeding standards on the 2024-2025 Math CAASPP. Continued implementation of targeted math interventions, instructional supports, and professional development will remain a priority during the coming year.

Action 5.5, Math Training for Staff has been changed to Curriculum Design and Lesson Development. This action will address the need for instructional support in Math and ELA.

Action 5.7, Credit Recovery, was added to provide structured opportunities for students to recover lost credits and remain on track for graduation. This action strengthens the district's efforts to improve graduation outcomes and address barriers to completion by increasing access to flexible pathways for earning credits.

Additional metrics, 5.12, 5.13, 5.14, and 5.15 were added to Goal 5. The district will continue to monitor progress toward improving suspension rates, math achievement, and student engagement outcomes in order to evaluate the effectiveness of current strategies and determine whether future adjustments are necessary.

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

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	Career Tech Education Pathway	Develop and implement a second Career Tech Pathway for Ruben Salazar High School.	$210,570.00	No
5.2	Feet First Program	Provide Feet First Program to Salazar High School to positively reinforce desirable student behaviors and outcomes. Feet First is a program that uses boxing as the catalyst for student's social and emotional growth. Trainers work with at-promise youth and provide at 36-week combination cardio boxing and social-emotional curriculum. The curriculum is aligned	$5,000.00	No

Action #	Title	Description	Total Funds	Contributing
		with the CASEL competencies for social-emotional learning and addresses the areas of self-awareness, self-management, responsible decision-making, relationship skills, and social awareness. The program helps students gain an understanding of their thoughts and feelings and learn strategies to handle stress in a healthy way. The program will help improve overall student behavior and improve student attendance and grades.		
5.3	Student Support/Advisement Period	Ruben Salazar High School will implement the addition of a 25 minute, daily student support/advisement period for the 2026-2027 school year.	$5,000.00	No
5.4	Math Instructional Materials Adoption	Ruben Salazar High School, along with all ERUSD secondary schools, will pilot and adopt new math instructional materials during the 2026-2027 school year.	$0.00	No
5.5	Curriculum Design and Lesson Development	Specific mathematical and ELA support will be provided to math and ELA instructors at Ruben Salazar High School through professional development, teacher collaboration, lesson design, and targeted student support strategies. Curriculum design and lesson development will be strengthened through collaborative planning, standards-aligned instructional practices, and the implementation of engaging and rigorous lessons that support improved student achievement. Teachers will participate in ongoing professional learning, utilize student data to inform instruction, and refine instructional practices to meet the diverse academic needs of all learners.	$5,000.00	No
5.6	Math Tutoring	In-class tutors will be provided for math classes.	$58,000.00	No
5.7	Credit Recovery	LREBG Action- To provide credit recovery opportunities for high school students to support timely progress toward graduation. Through access to credit recovery courses and flexible learning options, students who are behind in credits will have the opportunity to make up coursework, stay on	$518,000.00	No

Action #	Title	Description	Total Funds	Contributing
		track for graduation, and improve their overall academic outcomes. This action is intended to increase graduation rates and ensure all students have equitable access to the credits needed to earn a high school diploma. Research shows that credit recovery programs can improve student persistence, increase on-time graduation rates, and reduce dropout risk by providing students with opportunities to recover failed coursework and stay on track toward meeting graduation requirements. Studies indicate that timely intervention and flexible pathways to earning credits are especially important for students who face academic barriers, as they help re-engage students in their learning and support successful high school completion. Metrics being used to monitor this action will be Metric 5.10 (Math CAASPP Scores) and 5.13 (ELA CAASPP Scores) $518,000 of LREBG funds will be used towards this action.		

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2026-27]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$$25,870,730.00	$3,087,310.00

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
33.471%	14.163%	$10,912,764.39	47.634%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.2	**Action:** Librarian and Library Media Technician Support **Need:** In 2023 CAASPP ELA, 38.16% of all students Met or Exceeded Standard; however, only 10.61% of English Learners, 21.74% of Foster students, and 36.39% of low income students performed as well. To close the achievement gap, Foster Youth, Low Income and English	Our certificated Librarian and Library Media Technicians (LMTs) help support the library use by low income, English learners and foster youth so that they may develop their language/literacy development and academic performance in school. The librarian and LMTs aid in book selection, book maintenance, and upkeep of an overall positive library environment for these students who may not otherwise have opportunities to visit the city library. They will also support the development of	Graduation Rate for Low Income, Foster, and English Learner ELA CAASPP for Low Income, Foster, and English Learner ELA Assessment (3-8)-CA School Dashboard

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	Learners need the support from librarians and Library Media Technicians to help them access diverse resources that support their academic and language development. Providing access to books and materials that reflect the diverse cultures and languages of these student groups will also help them feel more included and engaged in school. Through the feedback from our educational partner meetings, we learned how teachers and students use the library so that students can improve their reading skills. **Scope:** LEA-wide	unduplicated students by providing access to resources, promoting literacy and reading skills, encouraging independent learning, and providing a safe and inclusive space. The librarian and LMTs support action is being provided on an LEA-wide basis because all student would benefit from access to a school library where they can develop their language and literacy skills.	
1.5	**Action:** Teacher Induction Program **Need:** English learners require additional support by their teachers through a variety of instructional strategies, such as SDAIE, as evidenced by the performance gap between all student and English Learners in Graduation Rate, 93.8% compared to 84.5%. In 2023 CAASPP ELA, 38.16% of all students Met or Exceeded Standard; however, only 10.61% of English Learners performed as well. In Math, 23.9% of all students Met or Exceeded Standard; however, only 7.6% of English Learners performed as well. We also see a gap in the a-g completion rate; for the Class of 2023, overall, 44.2% of students completed the	This action provides a two-year job-embedded, district-wide individualized induction program that is focused on extensive support and mentoring for new teachers in their first and second year of teaching with a focus on English Learner instructional support. This action is being offered on a LEA-wide basis because all our students can benefit from teachers who receive additional support.	ELA CAASPP Scores for English Learners Math CAASPP Scores for English Learners

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	requirement, while only 21.2% of English Learners students achieved the same. **Scope:** LEA-wide		
1.6	**Action:** Student Health and Wellbeing **Need:** Foster youth and low income students may have inadequate access to primary and preventative care and can impact their attendance rate and academic achievement. Low-income and foster youth students need access to health services at school to address barriers that can impede their academic success and overall well-being. Many low-income families may lack adequate healthcare access, leading to untreated physical and mental health issues that affect students' ability to learn and thrive. School-based health services provide a convenient and reliable way for these students to receive necessary medical, dental, and mental health care, reducing absenteeism and improving concentration and performance in class. Additionally, having access to health services at school promotes equity by ensuring all students, regardless of socioeconomic status, have the opportunity to achieve their full potential and succeed in school. 36.39% of our low income students and 21.74 % of our foster youth are meeting or exceeding standards in ELA, in comparison to	Nurses, above the base, are key components of the district's health services for foster students. In addition to responding to the immediate health needs of individual students, they lead the district's efforts to proactively identify health needs and provide or connect students and families to the appropriate services and resources, including replacing eyeglasses when they are lost or broken since routine eye exams and eyeglasses are only available once every 24 months for students with medi-cal. Nurses also engage in outreach to provide important health information and education to foster students and their families. Regardless of whether absences are unexcused or excused, chronic absenteeism typically results in poor academic outcomes and is linked to poor preventative healthcare. School nurses, LVN's, and health clerks help address the physical needs of foster students. Foster Youth and Low-Income students will be supported in their learning process through educating and promoting wellness by school nurses, health clerks, and LVNs present at the schools thus absenteeism and improving their academic achievement. This action is being provided school LEA-wide because all students and their families can benefit	ELA and Math Assessment (3-8)-CA School Dashboard for Low Income and Foster Chronic Absenteeism for Low Income and Foster

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	38.61% of all students in the 2023 CAASPP. In addition, 21.86% of our low income students and 4 % of our foster youth are meeting or exceeding standards in math, in comparison to 23.9% of all students in the 2023 CAASPP. The CA School Dashboard shows that the chronic absenteeism rate for all students declined by 10.4% while the chronic absenteeism rate for our Foster Youth increased by 4.5%. Our Educational Partners shared at our meetings that they were glad that they were able to know of and share health care services and resources to our parents when requested. **Scope:** LEA-wide	from immediate health care and access to appropriate health care services.	
2.1	**Action:** EduClimber Comprehensive Data System **Need:** Our English Learner (EL) and Foster Youth (FY) student population faces challenges beyond academics that require a holistic approach to support their success. These needs include social emotional learning, attendance support, and behavior management support. These unmet needs can hinder academic progress for both ELs and FYs by limiting their social connections, having unidentified academic needs, and having behavior that impacts their learning. The consequences of their unmet needs can	eduCLIMBER helps our staff address the holistic needs of ELs and FYs by providing a data-driven approach to supporting their academic, social-emotional, and behavioral well-being. Using eduCLIMBER we can capture and analyze data in all of these areas and that empowers us to make targeted instructional decisions to support English learners and foster students. The academic and social-emotional growth of our English Learners and foster students requires sustained and systemic processes, and the eduCLIMBER platform allows us to put these processes into place. Using this platform, teachers, site administrators, and district personnel will be able to monitor student progress toward goals via benchmark targets and percentile ranks, import or	CAASPP ELA for English Learners and Foster Youth CAASPP Math for English Learners and Foster Youth Suspension Rate for English Learners and Foster Youth Chronic Absenteeism Rate for English Learners and Foster Youth

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	be seen in the achievement gap that exists between these students and their peers. This achievement gap can be seen in their CAASPP Math and ELA scores. In 2023 CAASPP ELA, 38.16% of all students Met or Exceeded Standard; however, only 10.61% of English Learners and 21.74% of Foster students performed as well. In Math, 23.9% of all students Met or Exceeded Standard; however, only 7.6% of English Learners and 4% of Foster students performed as well. The 2023 California Dashboard shows that the suspension rate for all students was 5.1% while the suspension rate for our Foster Youth population was 13.9%. The dashboard also shows that the chronic absenteeism rate for all students declined by 10.4% while the chronic absenteeism rate for our Foster Youth increased by 4.5%. **Scope:** LEA-wide	record data from a variety of assessment types to determine ongoing student needs, analyze student behavior progress, evaluate and monitor the effectiveness of interventions, receive alerts when students meet thresholds for early intervention and prevention, document the progress monitoring of English learners with eduCLIMBER's smartFORMS, and set rigorous yet realistic achievement targets to be met by students. Implementing eduCLIMBER district-wide offers advantages that include equity and consistency, district-wide data driven decision making, improved district-wide professional practice, and efficient resource allocation.	
2.3	**Action:** Mental Health Counselors **Need:** In reviewing caseload data for the 2023-2024 school year, Mental Health Staff provided services to a total of 1374 students. On average, 1 counselor may have 106 students on their caseload. Foster Youth, English Language Learners, and students Identified as Low Income are students at higher risk of trauma, stress, anxiety, depression and	Students within the El Rancho Unified School District have been provided mental health counseling support groups in their native language and specialized counseling for students immigrating from another country. Orientation of new Foster Youth includes the opportunity to have mental health support, if needed. Low Income students are also identified through Fast Bridge System, which is a triage process to help identify student and family needs and referral to services. Families are asked to provide insurance information and students with Medi-Cal are linked	Suspension rate for Low Income, Foster, and English Learner Chronic Absenteeism for Low Income, Foster, and English Learners

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	dropout. In the 2023-2024 School Year, the El Rancho Unified School District reported a total of 78 Foster Youth and 19 received mental health services. Teachers, parents, and staff at our educational partnership meetings expressed the need for our unduplicated students to receive mental health support. They requested that action be expanded into the LCAP again. The unduplicated population have been impacted by several factors such as the transition of living environment; lack of language acquisition when migrating; and lack of resources for basic care and essential needs such as food, shelter, and housing. **Scope:** LEA-wide	to partner community support services. In addition, the El Rancho Unified School District provides a student Mental Health Screener that identifies students with a lack of basic needs including food, housing, and medical care. Furthermore, mental health staff provide follow-up meetings with the students and/or families to discuss linkages to community support services and or school-based counseling for the students. To continue to address the need of the unduplicated population, the El Rancho Unified School District will prioritize unduplicated student groups by taking the following actions: Receive identification lists of foster youth and prioritize the offering of mental health services. A Mental Health Counselor will contact each foster youth and/or guardian to assess the need for mental health services and offer supportive services, as needed. In addition, the Student Services Department will coordinate with English Learner Teachers and offer mental health support to English Learner classrooms and offer specialized case management for low-income students and families such as those students with Medi-Cal, as well as students who are uninsured and under-insured. Hiring additional Mental Health Counselors will assist in meeting the mental health service needs and improve the following areas: graduation rates, individual academic outcomes, truancies, school attendance and engagement, and discipline referrals. This action will be provided on an LEA-wide basis because all our students can benefit from the	

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		social and emotional support to address mental health and related services.	
2.4	**Action:** Parent Workshops **Need:** Data shows a significant achievement gap for our English Learners (EL) and Low-Income students. EL graduation rates are 9.3% lower than the general population. Needs identified during partner engagement sessions, parent surveys, and data analysis include support for English Learners by developing academic vocabulary and comprehension strategies across subjects, and understanding the reclassification process. 38% of low income students are reported as being prepared for college. Low-income student needs addressed in our educational partner feedback were assistance with completing college applications, including identifying fee-waiver opportunities and financial aid resources, understanding the benefits of extracurricular activities and summer enrichment programs, and support navigating transportation costs. ERUSD will address these needs through targeted parent workshops. These workshops will include partnerships with local parent organizations and expertise from our School Community Liaisons, provide support in navigating the college application process and financial aid options, and our School Community Liaisons will assist with establishing translation services and childcare during workshops to ensure accessibility for all families.	This action addresses the needs of English Learners (EL) students by offering parent workshops specifically focused on EL strategies and the reclassification process, providing targeted support to help EL students (regardless of proficiency level), develop academic language skills and understanding needed to succeed in school. This addresses the unique needs of EL students compared to the general student population. This action also addresses the needs of Low-Income students by providing families with information and support related to college applications, financial aid, and accessing enrichment activities. These workshops will assist families in overcoming potential financial barriers that might hinder their child's educational opportunities. While the needs of EL and Low-Income students may vary across schools, data indicates that achievement gaps and support needs exist throughout the district. Offering these parent workshops LEA-wide ensures equity of access, consistency, and efficiency. All families will have equal opportunity to participate in workshops and gain valuable knowledge and resources, allowing families to gain knowledge and support to actively participate in their child's education.	Parent Surveys to gauge participation for all families including EL families (Metric 2.2); and Parent Participation in district and site advisory committees, District Advisory Committee, District English Learner Advisory Committee, School Site Council, and English Learner Advisory Committee.

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	Scope: LEA-wide		
2.6	**Action:** School Community Liaisons **Need:** School Community Liaisons will act as a bridge between the school, foster parents (for foster students) or low-income families, and the various community resources available. These families may face challenges navigating the school system, understanding academic expectations, or accessing support services. The challenges faced by foster students and low-income students can often extend beyond academics and into the social and emotional realm. A school community liaison will connect families with mental health resources or social services that can address these underlying issues and improve the student's overall well-being. **Scope:** LEA-wide	El Rancho Unified School District will provide a school community liaison at each school site to facilitate case management for students in foster care and low income students. The school community liaison will (1) connect with families to assess student needs of basic supplies and ensure that students have the necessary materials for school success; (2) Facilitate communication between the school and parents/families regarding academics; and (3) link students with social services and community resources such as counseling. This action is being provided LEA-wide because all our students can benefit from community resources that support and address students overall well-being in school.	Parent LCAP Surveys (Metric 2.18) for Low Income, and Foster Youth
2.7	**Action:** Behavior Technicians **Need:** Many foster students and low-income students may experience trauma or instability in their home lives. This can manifest in behavioral issues at school as students struggle to cope	The District will provide three Behavior Technicians (BTs) to support the social, emotional, and behavioral support for Foster Youth and Low Income students. The District will employ additional BTs to meet with students and guide them through their social and emotional challenges, ensuring their school success, creating positive climates at school for Foster	Suspension rate for Low Income and Foster Chronic Absenteeism for Low Income and Foster

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	with their experiences. Behavior technicians can provide positive support systems and develop strategies to help them manage their emotions in a healthy way. The challenges they face outside of school may also lead to academic difficulties. Behavior techs can work with teachers to implement behavior plans and evidence-based practices that improve focus and attention in the classroom, indirectly supporting academic achievement. Of the 303 students that our Behavior Technicians supported at our elementary schools, 112 were low-income or Foster Youth. Feedback received from our Educational Partner meetings indicate that teachers and parents have observed behaviors from students who are struggling in school and that those behaviors may impact student academic achievement. **Scope:** Schoolwide	Youth and Low Income students by providing positive relationships through restorative practices. Our BTs will be trained to utilize restorative practice techniques when working with students to increase school engagement and promote positive behavior. At the first tier, behavior technicians work with teachers to establish a positive and supportive classroom environment, where Low Income and Foster students feel valued and supported. They may help to develop classroom expectations and procedures that are clear and consistent, provide positive specific praise, and provide Low Income and Foster students with opportunities to practice social and emotional skills such as self-regulation and conflict resolution. At the second tier, behavior technicians participate in Tier 2 meetings and review Low Income and Foster student data to provide an increased focus on possible functions of behavior and appropriateness of interventions. They use evidence-based strategies such as positive reinforcement, prompting, and modeling to help Low Income and Foster students learn new skills and build confidence. They also facilitate check-in check-out and review daily progress reports with Low Income and Foster students. At the third tier, behavior technicians work with Low Income and Foster students who require more intensive and specialized support. They collaborate with other professionals such as teachers, school administrators, school psychologists and/or mental health counselors to	

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		develop comprehensive plans. The plans are tailored to the specific needs of each Low Income and Foster student and address a range of needs, including academic, behavioral, and social-emotional. They may also work with families to ensure that students receive consistent support across different settings. By providing support at each tier, behavior technicians help students to build the skills and confidence they need to succeed academically and socially. By working collaboratively with teachers, other professionals, and families, they can help to create a supportive and inclusive learning environment where Low Income and Foster students can thrive. These actions are being provided school wide because all our students can benefit from the social and emotional support to address behaviors that impact academic achievement.	
2.8	**Action:** Character Development/Behavior Intervention Programs **Need:** There were more office referrals for foster youth at our middle schools and high schools for behavior that interrupted instruction, aggressiveness toward peers, and inappropriate decision-making with the use of language, alcohol, and 10.3% comparison to 5.2 % of all students that were suspended. Teachers, classified staff, and administrators shared at our educational partnership	Providing programs such as Character Strong and Second Step, Good Behavior Game, and implementing the PBIS framework at school sites will meet the needs of foster youth students to support positive interventions for student behaviors that help develop and strengthen character traits. We expect that the implementation of strong character education with the support of our Program Specialist, will avoid an increase in student behaviors and will expose foster youth to lessons on core ethical values such as respect, justice, citizenship, and responsibility to self and others. In addition, students will gain skills and knowledge of the five competencies of Social and Emotional Learning, which include self-	Suspension Rates for Foster Youth

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	meetings the need for other interventions an support systems other than suspension. **Scope:** LEA-wide	awareness, self-management, social awareness, relationship skills, and responsible decision making. We expect to see an increase in student engagement in school and a decrease in office referrals. The PBIS team will assemble as a team of the program specialist, teachers, administrators, program and support staff who will lead the implementation of the program. They will be responsible for planning and monitoring the program. Teachers and staff will continue to participate in training and professional development on the principles and practices of the program. This may include understanding the tiered behavior support system, data collection methods, and strategies for reinforcing positive behaviors. Students will also have a system that recognizes and rewards positive behavior consistently. This can include verbal praise, tokens, or other incentives that motivate students to adhere to the expected behaviors. Schools will also Implement data-driven decision making when they use data to monitor student behavior, identify areas for improvement, and make informed decisions. The tiered behavior support system will include universal interventions for all students, targeted interventions for those at risk, and intensive interventions for students with significant behavioral challenges. This system will ensure that interventions are evidence-based and tailored to meet the needs of individual students. This action is being provided on an LEA-wide basis because all our students can benefit from positive behavior interventions for behaviors that	

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		will strengthen student character development to create a supportive environment that promotes positive behavior, enhances academic performance, and improves overall school climate.	
2.9	**Action:** Tutoring Support **Need:** Hire and retain tutoring support for AVID classrooms, including AVID Excel. English Learners have a greater need for support in their academic career as evidenced by the California Dashboard Graduation Rate status of Orange (84.5%) for English learners. The overall Graduation Rate Status is Green (93.8%). AVID targets C-average students who have the potential to succeed in a rigorous academic course of study if given both the opportunity and support. Students are accepted to the program through an application and interview process. One criterion for admittance into the program is membership in an underserved group—students “in the middle.” This includes students who would be the first in their family to attend college and are a member of a group underrepresented in college, i.e., English learners. These tutors are trained individuals who can support students both in class (during the tutorial process) and outside of class time for English Learner children. **Scope:** Schoolwide	The tutoring program directly addresses these needs by providing specific support in developing academic language and literacy skills necessary for success in rigorous courses. The program also offers valuable guidance on the college application process, financial aid options, and college research, particularly for students from underserved backgrounds. Through this support, tutors empower high-potential students, including EL students and those from underserved backgrounds, to close achievement gaps, excel in rigorous courses, and prepare for college success. This action is being provided on a school-wide basis because it will benefit all students participating in the AVID program.	Graduation Rate and A-G Completion Rate for English Learners

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2.10	**Action:** Wellness Centers **Need:** According to the Mental Health Services Act, children in the foster youth system, students identified as low-income, and English Language Learners are student groups that experience disproportionate student discipline data. The higher levels of student discipline stem from home, community, and school challenges. Rising rates of poverty put stress on low-income families. Foster youth are particularly vulnerable to mental health disabilities and crisis. Enhanced support for foster youth, low-income, and English Language Learner populations is essential to address challenges both at home and in school, facilitating the reduction of suicide ideation, incarceration, homelessness, school failure, dropout, removal of children from their homes, and prolonged suffering. Through the district's LCAP student and parent surveys, we have received feedback that wellness centers are a need at all school sites. **Scope:** LEA-wide	Having wellness centers at our sites would create accessible opportunities for student mental health services where students have a safe space. English Learners, Foster Youth and Low Income students will benefit from SEL supports, workshops, mental health consults and check ins and socialization. This action is being provided on an LEA-wide basis because all our students can benefit from access to a Wellness Center on their school campus.	Attendance for English Learners, Foster Youth and Low Income students Chronic Absenteeism for English Learners, Foster Youth and Low Income Students
2.11	**Action:** Provide Students with a Go PASS **Need:** Reliable transportation is crucial for students to access and fully participate in their education. 28.1% of our Low-Income students	This action addresses the transportation needs of Low-Income students, by ensuring that these students have reliable access to public transportation, regardless of their family's financial circumstances. This action is being provided on a district-wide basis to avoid having to identify low-	Attendance Rate and Chronic Absenteeism for Low Income Students

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	are chronically absent. Our educational partners shared insight on low-income students who face transportation barriers, such as limited public transit options or the inability to afford bus fees. These barriers can lead to chronic absenteeism and negatively impact student achievement. By providing all Low-Income students with a free, unlimited Go PASS, we aim to remove these financial barriers and ensure they have reliable access to school. **Scope:** LEA-wide	income students and allow for all students to have the pass if their circumstances change.	
2.13	**Action:** Student Services **Need:** When students have a support services that address bot their academic and social well being, they tend to do better in school. Having activities and resources available on campus to can increase their engagement and academic achievement. The suspension rates for the 2022-2023 school year for all Students was 5.2%, 8.7% lower than the 13.9% suspension rate for Foster Youth. The California School Dashboard reflected a performance level of Orange and a Distance from Standard of -78.3 (78.3 points below standard) in Mathematics for grades 3-8 and 11, in 2022-23, while a -106.3 DFS, Red for Foster Youth. The California School Dashboard reflected a performance level of	The Director of Student Services, the additional counselors, psychologists, mental health liaison, Lead SSO's, and PBIS trained school resource officers will work collaboratively to address the academic achievement of foster youth students. They will provide individual mentoring and share resources on activities available on campus and in the community in which foster youth students can participate so that they feel engaged in and are aware of the resources that are available to help them. The relationship that the students will develop with the counselors, psychologists, and PBIS trained school resource officers will be able to meet foster student needs as they provide guidance and solutions to problems they may face that can impact their academic progress. Foster youth students can benefit from having multiple mentors, each offering unique skills and experiences. The data processing clerk supports foster students by monitoring their academic, attendance, and behavioral data. This level of data	ELA CAASPP Scores Suspension Rate

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Yellow and a Distance from Standard of -32.4 (32.4 points below standard) in ELA for grades 3-8 and 11, in 2022-23 and a -92.2 DFS, Red, for Foster Youth. Through outreach with our educational partners, teachers, parents, and foster youth shared that they are struggling with school and need additional resources, including mentors and strong relationships with school personnel, to support their needs and meet academic achievement and feel engaged in school. **Scope:** LEA-wide	tracking exceeds what is provided for the general student population and ensures Foster Youth are connected to the supports they need. This action is being provided in a LEA-wide basis because all students would benefit from the social emotional support and mentoring that can increase overall student achievement.	
2.14	**Action:** Student Engagement Beyond the School Day **Need:** Low Income families and students lack the resources to participate in sports activities and music instruction due to the cost of registration, transportation and equipment fees. In reviewing master schedule and sports team data, there is a participation gap between English Learners and Foster Youth and other students when it comes to participation in extra-curricular activities. For example, there are no English Learner or Foster Youth students involved in Academic Decathlon, Wrestling, Tennis, Cheer, etc. This data highlighted the need to increase the number of afterschool enrichment and co-curricular activities to provide multiple and	The research concludes that extracurricular activities can help ELL students acclimatize to school by giving them an opportunity to form meaningful relationships with instructors and classmates and a secure learning environment, and a sense of self-worth (Park, 2015). Students will have increased opportunities to engage and be involved in school through additional after-school enrichment programs, co-curricular activities, and student recognition and motivational incentives. Students will provided with opportunities to engage beyond the school day through a variety of opportunities, such as clubs, sports, and activities. This action is being offered on a LEA-wide basis because all our students can benefit from enrichment opportunities beyond the school day.	Student Surveys/California Healthy Kids Survey (CHKS)-Meaningful Participation, Attendance Rate for Foster Youth, Low Income and English Learners Chronic Absenteeism Rate for Low Income, Foster, and English Learner

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	varied opportunities for student-to-student interactions, including sports, performing arts, and other events. Through outreach with low-income. foster and English Learner parents, students and their teachers we received feedback that these opportunities help connect and engage students to the district and their school sites. **Scope:** LEA-wide		
2.15	**Action:** Provide ParentSquare access/Aeries Parent Portal/Seesaw/Edlio Web and Access Plus **Need:** Limited access to information in multiple languages creates a barrier for parents of English Learners (EL) students hindering their ability to fully participate in their child's education. This action addresses that barrier by providing an increased and improved service for English Learners and their families. Giving parents access to ParentSquare, Aeries Parent Portal, Seesaw and Edlio Web and Access Plus, offers user-friendly interfaces and the capability for multilingual communication. Through our educational partner engagement sessions with English Learner families, we learned that having platforms that provide multilingual methods of communication helps families stay involved and support their students in their education. By implementing these tools, we ensure all families have equal access to important school	These platforms offer features specifically addressing EL families' needs such as multilingual communication. EL parents can stay informed about school activities, their child's progress, and important announcements regardless of their English proficiency, using these platforms that can translate messages and access information in multiple languages. Offering these communication tools district-wide ensures equity of access for all EL families across the district. Using these platforms district-wide avoids the need for individual schools to develop their own solutions and streamlines communication for both schools and families. This action provides an increase service to better serve the needs of our English Learner students. This action is being provided on an LEA-wide basis because all students and parents benefit from communication.	Parent Surveys (Metric 2.2) to gauge participation for English Learners and Parent Participation in District English Learner Advisory Committee and other district and site events

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	information and opportunities in multiple languages. Communication goes beyond Aeries Parent Portal, it includes school/district websites, social media, video postings and infographics. **Scope:** LEA-wide		
2.16	**Action:** Board Certified Behavior Analysts **Need:** Low-income and foster youth often face significant challenges such as instability and trauma, which can impact their behavior and emotional well-being, necessitating specialized support from behavior technicians. Board Certified Behavior Analysts (BCBAs) will work with the BTs to provide training and supervision as they develop strategies and evidence base plans that can help the Low-income and foster youth students in school. BCBAs will provide targeted interventions and strategies to help these students develop coping skills, improve their academic performance, and establish a stable and supportive learning environment. The suspension rates for the 2022-2023 school year for all Students was 5.2%, and 13.9% for Foster Youth and 5.3% for low-income students. Feedback received from our Educational Partner meetings indicate that teachers and parents requested additional support for	Board Certified Behavior Analysts (BCBAs) are essential in supporting our district's Behavior Technicians (BTs) by providing them with expert guidance and supervision in implementing behavior intervention plans for the students they work with. They will ensure that the interventions are applied correctly and effectively, maximizing the positive outcomes for students with behavioral challenges. BCBAs will also offer ongoing training and professional development for Behavior Technicians, strengthening their skills when managing the range of behaviors that students can exhibit. This support system will be able to help the students that are being supported by the behavior technicians. The BCBAs will support BTs by: Providing training and Professional Development for BTs,, covering the principles of applied behavior analysis (ABA), data collection techniques, and specific intervention strategies. This ensures that technicians are well-equipped with the knowledge and skills needed to implement effective behavior interventions. Supervising and monitoring BTs by observing their sessions, providing feedback, and monitoring	Staff LCAP Survey (Metric 2.10) Student LCAP Survey (Metric 2.12) Suspension Rate for Foster Youth and Low Income students

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	students who exhibit b behaviors that may impact student safety and academic achievement. **Scope:** Schoolwide	the progress of the students they are working with. This ongoing supervision will help maintain the quality and consistency of the interventions that are being delivered. Developing programs and modifying the program through collaboration with BTs to develop individualized behavior intervention plans based on evidenced based practices and if necessary, assessments. They will also review data collected by the BTs to make necessary adjustments to the plans, ensuring that the interventions remain effective and responsive to the student's needs. This action is being implemented school wide because all students may benefit from the support social emotions support that is provided to address behavioral issues.	
2.17	**Action:** School Social Worker **Need:** Foster youth, demonstrate a need for increased social-emotional, behavioral, and mental health supports to improve student engagement, attendance, school connectedness, and academic success. Educational partner feedback, attendance data, behavioral data, and school climate indicators identified a need for additional proactive supports, trauma-informed practices, and targeted interventions to address barriers to learning and strengthen students' sense of	The action addresses the needs of foster students by providing proactive social-emotional, behavioral, and wellness supports that help remove barriers to learning and increase student engagement, school connectedness, and academic success. Foster youth often experience increased social-emotional, behavioral, and environmental challenges that may impact attendance, engagement, and achievement. Through classroom-based Tier I supports, targeted Tier II interventions, and trauma-informed practices, students receive timely support that promotes positive relationships, self-regulation, and access to a safe and supportive learning environment.	Chronic Absenteeism for Foster Youth (Metric 2.8) Graduation Rate (Metric 3.12)

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	safety, belonging, and engagement within the school environment. **Scope:** LEA-wide	Providing these services LEA-wide ensures that all students benefit from a positive and supportive school environment while allowing foster youth, to receive increased access to interventions, relationship-based supports, and responsive practices designed to improve outcomes and engagement.	
3.1	**Action:** Professional Development for Teachers **Need:** Our Foster Youth student population grapples with a distinct set of challenges that necessitate a flexible and supportive instructional approach. These challenges include academic disruption, trauma and loss, and social emotional needs. These unmet needs can lead to lower academic performance and an increased risk of disengagement, as evidenced by CAASPP Math and ELA scores. Our district's English Learner (EL) population faces unique challenges in achieving academic success. These challenges include limited English proficiency and differing academic backgrounds, amongst others. Due to the various challenges, ERUSD English Learners are underperforming their peers districtwide thereby creating an achievement gap, as evidences by English Learner CAASPP scores and the English Learner Progress Indicator on the California Dashboard. In 2023, CAASPP ELA, 38.16% of all students Met or Exceeded Standard; however, only 10.61% of English Learners and 21.74% of Foster students performed as well. In Math,	The action addresses the needs of our EL's and foster youth because UDL provides a framework for teachers to create classrooms that are responsive to the specific needs of both ELs and FY students. UDL as a an instructional approach and strategy is responsive by encouraging teachers to develop lessons that have multiple means of representation, multiple means of action and expression, and multiple means of engagement. By providing multiple access points, UDL allows both ELs and FYs to engage with the material in ways that meet their individual needs and learning styles. This fosters a more supportive and inclusive learning environment where they can feel empowered to participate and succeed. Providing UDL training for all teachers across the district offers several advantages. These advantages include, consistency and equity for students, increased opportunities and knowledge base for effective teacher collaboration and resource sharing, and improved professional practice district-wide. By implementing UDL district-wide, we can create a system that benefits both teachers and students. Teachers gain a valuable framework for effective instruction, while students experience a more inclusive and supportive learning environment that promotes academic success for all. These actions are being provided on an LEA-wide basis because all	ELA and Math Assessment (3-8)-CA School Dashboard for English Learners and Foster Youth

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	23.9% of all students Met or Exceeded Standard; however, only 7.6% of English Learners and 4% of Foster students performed as well. **Scope:** LEA-wide	students can benefit from Universal Design for Learning.	
3.2	**Action:** Extended Learning Opportunities and Enhanced Materials **Need:** In 2023 CAASPP ELA, 38.16% of all students Met or Exceeded Standard; however, only 10.61% of English Learners, 21.74% of Foster students, and 36.39% of low income students performed as well. In Math, 23.9% of all students Met or Exceeded Standard; however, only 7.6% of English Learners, 21.86% of low income students, and 4% of Foster students performed as well. Additionally, the California School Dashboard shows that only 53.4% of EL's are making progress towards English language proficiency or maintaining the highest level. The dashboard also shows that the chronic absenteeism rate for all students declined by 10.4% while the chronic absenteeism rate for our Foster Youth increased by 4.5%. Our English Learner (EL) student population faces unique challenges that hinder their full engagement in the classroom. These challenges include limited English proficiency, cultural and linguistic barriers, and differing	The action addresses the needs of our EL's, Foster Youth, and low income students because these enhanced supports will go beyond the traditional textbook driven opportunities that have been provided previously and will incorporate engaging academic content across high interest topics such as robotics, art, coding, journalism, and government. As part of these experiences, students will actively apply language skills in class projects, and participate in field trips related to the topics studied. Foster Youth, EL, and Low-Income students benefit from strategic and systematic intervention activities. Teaching staff will provide extended learning opportunities, such as after-school tutoring and homework support to Low-Income, Foster Youth, and English Learner students to increase academic achievement in core and elective courses. These enhanced opportunities will lead to increased engagement and academic success. These actions are being provided on an LEA-wide basis because all students can benefit from extended learning opportunities and enhanced materials	ELA and Math Assessment (3-8)-CA School Dashboard Graduation Rate for Low Income, Foster, and English Learner Chronic Absenteeism Rate for Low Income, Foster, and English Learner

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	learning styles and backgrounds. These unmet needs can lead to passive participation, reduced motivation, and behavioral issues, impacting student engagement and, in turn, academic success. Our low-income student population faces challenges that can hinder their full engagement in the classroom. Foster Youth are at greater risk of retention without academic support and benefit from the increased access to certificated staff. These challenges include gaps in foundational knowledge, limited access to resources, and social emotional needs. These unmet needs can lead to discouragement, passive participation, and behavior issues. Extended learning opportunities as well as enhanced materials provide the academic support unduplicated student groups traditionally lack due to their circumstances. By addressing these specific needs, we aim to create a more inclusive and engaging learning environment where EL, Foster Youth, and low income students feel excited to attend school, empowered to participate, contribute their unique perspectives, and reach their full potential. **Scope:** LEA-wide		
3.3	**Action:** School Site Based Teachers on Special Assignment Providing Instructional Support at the Elementary and Secondary Levels	ERUSD English Learner, Low Income and Foster students are underperforming their peers districtwide thereby creating an achievement gap, as evidence by CAASPP scores. Support from teachers will improve English Learner, Low	ELA Assessment (3-8)-CA School Dashboard, Math Assessment (3-8)-CA School Dashboard,

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	Need: Research indicates that children from low-income backgrounds often start school behind their more affluent peers on various measures of school readiness including physical, social emotional, language and cognitive developmental measures (American Academy of Pediatrics, 2019) (Cannon, J. S., and Karoly, L. A., 2007) (Reardon, S. 2019). In addition, CAASPP scores for the 2022-23 school year show that our English Learners, foster youth, and low-income students significantly underperform when compared to their peers. In 2023 CAASPP ELA, 38.16% of all students Met or Exceeded Standard; however, only 10.61% of English Learners, 21.74% of Foster students, and 36.39% of low income students performed as well. In Math, 23.9% of all students Met or Exceeded Standard; however, only 7.6% of English Learners, 4% of Foster students and 21.86% of low income students performed as well. Foster youth, English Learners, and Low income students need the additional academic support and interventions during the school day from Teachers on Special Assignment to close the achievement gap and so that they can overcome academic challenges and build the skills necessary for academic achievement. **Scope:** LEA-wide	Income and Foster students performance by developing and conducting professional development sessions formative assessments, implementing resources and activities from the SBAC Digital Library component, and providing input/insight on ways to increase teachers' use of technology as it positively impacts student performance in the classroom. The teachers can review data and collaboratively plan action strategies with principals and teachers that utilize scientifically-based research on reading, science and mathematics strategies that address both current and future instructional needs of English Learner, Low Income and Foster students. These Teachers on Special Assignments will provide teachers with training to successfully implement these practices across all classrooms in the district because it will benefit all students including student groups who received a red the Dashboard in ELA and Math.	for English Learners, Foster and Low Income
3.4	**Action:** Academic Programs	Academic programs, such as AVID, IB, PBL, CTE, Dual Enrollment and Project Lead the Way, are	a-g Completion Rate and College and Career

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	Need: A-G completion and California Dashboard College Career Readiness data indicate a lower completion rate for the English Learners and low-income students as compared to other student subgroups. We see a gap in the a-g completion rate; for the Class of 2023, overall, 44.2% of students completed the requirement, while only 21.2% of English Learners and 41.7% of Low Income Students achieved the same. Low Income English Learner students need increased services to close the gap. These services include guidance and support they need to successfully complete the A-G requirements and graduate from high school college and career ready, increased access to a variety of a-g courses and means to meet the college and career readiness indicator. **Scope:** LEA-wide	designed to target students, including English learners and low-income students, that are traditionally underrepresented in higher education. These programs also provide English Learners and low-income students with the guidance and support they need to successfully complete the A-G requirements and graduate from high school college and career ready. Through this action we will address the A-G completion and California Dashboard College Career Readiness data which indicates a lower completion rate for the English Learners and low-income students as compared to other student subgroups. We expect to see an increase in the A-G completion rate and the number of students who apply to 2 and 4 year colleges for the unduplicated student groups listed, as well as an increase in California Dashboard College Career Readiness completion rate for the English Learners and low-income students. These actions are being provided on an LEA-wide basis because all students can benefit from access to academic programs.	Readiness Indicator for Low Income, English Learner
3.5	**Action:** Content Experts/Teachers on Special Assignments Providing Support District-Wide **Need:** Research indicates that children from low-income backgrounds often start school behind their more affluent peers on various measures of school readiness including physical, social emotional, language and cognitive developmental measures (American Academy of Pediatrics, 2019) (Cannon, J. S., and	These Content Experts/Teachers on Special Assignments will provide teachers with training to successfully implement these practices across all classrooms in the district. ERUSD will employ Instructional Coaches and Teachers on Special Assignment who are content experts in mathematics, English, science, technology, and curriculum and instruction who can provide professional development for teachers, preschool through twelfth grade, with a focus on supporting English Learners, Foster Youth, and low income students. Support topics include Integrated ELD,	ELA Assessment (3-8)-CA School Dashboard, Math Assessment (3-8)-CA School Dashboard, CAASPP Scores ELA - (EAP), CAASPP Scores Math - (EAP) for English Learners, Foster Youth and Low Income Students

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	Karoly, L. A., 2007) (Reardon, S. 2019). In addition, CAASPP scores for the 2022-23 school year show that our English Learners and low-income students significantly underperform when compared to their peers. In 2023 CAASPP ELA, 38.16% of all students Met or Exceeded Standard; however, only 10.61% of English Learners, 21.74% of Foster students, and 36.39% of low income students performed as well. In Math, 23.9% of all students Met or Exceeded Standard; however, only 7.6% of English Learners, 4% of Foster students and 21.86% of low income students performed as well. There is a need for professional development to ensure a variety of research proven strategies are used in the core classrooms. Low income, Foster and English Learner students need additional support to access grade-level content. This includes scaffolding, activating prior knowledge, and specific instructional strategies to ensure student success. **Scope:** LEA-wide	academic language and language objectives. Integrated ELD is defined as instruction in which the state-adopted ELD standards are used in tandem with the state-adopted academic content standards. Integrated ELD includes specifically designed academic instruction in English. These individuals will also provide instructional support at secondary sites and focus on helping teachers make course content more accessible to English Learners, Foster Youth, and low income students through coaching, lesson design and classroom feedback. These Content Experts/Teachers on Special Assignments will provide teachers with training to successfully implement these practices across all classrooms in the district because it will benefit all students including student groups who received a red the Dashboard in ELA and Math.	
3.6	**Action:** Access to Technology and Online Instructional Programs **Need:** Based on our staff survey, teachers indicated a need for student devices that will continue to support English Learners with embedded tools that assist with language acquisition. Student and parent surveys and academic grades data	With a 1:1 ratio, students who have limited access to this type of technology will be able to take them home and use them for homework, assignments, and extended research. Providing access to technology will increase student performance and enhance student familiarity with technology used in and out of the classroom. Access to technology for English learners will assist with making progress toward English fluency as measured by the ELPAC at all grade levels. Students will utilize	EL Reclassification Rate, College & Career Readiness Dashboard for Low Income Students

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	demonstrated that low-income students have limited access to technology. **Scope:** LEA-wide	technology to access online instructional programs and various supplemental district-supported online instructional programs. Devices will be updated on a rotating schedule based on the district's replenishment plan. Technology support personnel will be funded for all school sites. Technology Devices and Technology support staff provide students with the resources to develop the skills needed to graduate ready to continue their education in college and compete for 21st-century careers. District IT professionals support and maintain computing devices and network infrastructure, configure and update systems that support data integration processes, and oversee routine data operations to provide the stable function of software applications, databases, and security systems. To enhance learning and provide additional support for low-income and English-learner students, the district assigns computing devices to each, which are regularly updated and upgraded, for classroom and home use. Additionally, the district seeks to deploy new and emerging technologies to improve and support the specific needs of low-income and English-learner students. This action is being provided on a LEA-wide basis because all our students would benefit from access to technology and online instructional programs so that they may increase their overall academic achievement.	
3.7	**Action:** Increase Access to Academic Counselors **Need:**	Counseling support for these student groups will include check-in’s on academic progress, support for reclassification, and attending to social-emotional wellness. Academic counselors will help increase engagement for Low Income and English	College & Career Readiness Dashboard for English Learners and Low Income Students

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	Low Income and English Learners have a greater need to meet with their counselors to ensure that they are being supported in their academic career. In reviewing caseload data, we found that at the middle school level, on average, there was one counselor for 600 plus students. And, at the comprehensive high school level, each counselor had an average of 440 students. This is much greater than the American School Counselor Association recommended ratio of 250:1. English Learners have a greater need to meet with their counselors to ensure that they are being supported in their academic career as evidence by the California Dashboard Graduation Rate status of Orange for English Learners. The overall Graduation Rate Status is Green. Low Income students have a greater need for support in resources and programs that address financial constraints. Through parent and student surveys, we received feedback that expressed that the additional counselor support was valuable and impactful for student support in academic planning and achievement. In addition, both parents and students commented on the need for support with resources provided by counselors beginning at the middle school level. **Scope:** Schoolwide	Learner students by building strong relationships of support and mentorship. Counselors will also connect Low Income and English Learner students to extra-curricular and leadership opportunities on campus. In addition, there is also a need for counselors to support with parent engagement and training through workshops. Additional counselors will ensure parents of unduplicated students are aware of reclassification criteria, students resources and academic supports. This support will be offered LEA wide to lower counselor caseload numbers for English Learners and Low Income students LEA wide. Counselors will work with Low Income students to provide resources for scholarships, Cash 4 College Nights and opportunites for free textbooks for dual enrollment and other resources. Specific counseling needs include check-in's on academic progress, support for reclassification, and attention to social-emotional wellness. Academic counselors will be able to increase English Learner student engagement by building strong relationships of support and mentorship. This action will fund existing staff that provide increased student access to academic counselors.	
3.8	**Action:** Dual Language Immersion Support/Professional Development	To support our English Learners who are participating in the dual language program, ERUSD will offer professional development workshops for teachers focused on effective EL	ELA CAASPP Scores for English Learners and EL Reclassification Rate for students at South

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	Need: English learners need to gain English proficiency so that they may reclassify as English proficient. Research shows that English learners become more proficient in English by middle or high school when enrolled in a dual language immersion program. The Portland Public Schools RAND study confirmed previous findings that English learners reach English proficiency at higher rates when enrolled in a dual language program, especially when their native language matches the partner language. A 2015 Rice University study of the Houston Independent School District also showed English learners reach greater proficiency when enrolled in dual language programs with native English speakers rather than in isolated, separate environments, such as an ELD class or isolated ELD instruction. By fifth grade, English learners in two-way programs consistently had higher English performance. This indicates that English learners benefit from being in class with their peers as they would be in a dual language classroom. ERUSD'S dual language programs help our English learners develop proficiency in both their native language and English. 25.55% of all students at South Ranchito Dual Language Academy met or exceeded ELA standards in the 2023 ELA CAASPP, while 6.97% of English Learners met or exceeded ELA standards. At Rivera Middle School, 29.50% of all students met or exceeded ELA standards in the 2023 CAASPP while 0% of	teaching practices, and creating parental engagement programs that provide language classes and informational workshops for parents. Additionally, ERUSD will establish supplemental tutoring and after-school programs to offer ELs extra language support and homework assistance. We will also implement the use of technology, with language learning platforms and/or software, and ensure access to digital resources to support our ELs academic success. We expect to see an increase in the number of English Learners who are reclassifying and an increase in our district interim assessment data for English learners who participate in our dual language programs. This action is being provided on a school wide basis because all our students who participate in a Dual Language Immersion Program will benefit from these programs as they become efficient in two languages.	Ranchito and Rivera Middle School

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	English Learners met or exceeded ELA standards in the 2023 ELA CAASPP. Professional Development will provide teachers with strategies for language acquisition, cultural competency, and differentiated instruction, which are critical in a dual language setting to close the achievement gap. Dual Language teachers at South Ranchito and Rivera Middle School need additional professional development to build stronger skills and identify teaching strategies when teaching in two languages to ensure students achieve language proficiency and academic success in both Spanish and English. In 2022-2023, 16.57% ELs were attaining English language proficiency based on the ELPAC overall score of 4 and the EL Reclassification Rate was 17%. By providing a dual language immersion program to our students, it will help English learners reclassify by promoting proficiency in both their native language and English, which will improve their overall language development and academic achievement. This program will create an immersive environment that supports bilingualism, allowing English Learners to transfer skills between languages and accelerate their English language acquisition. **Scope:** Schoolwide		

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3.9	**Action:** College and Career Readiness Support Services **Need:** Foster Youth and English Learners have a need for support in their academic career as evidenced by the California Dashboard Graduation Rate. The overall Graduation Rate for all students at ERUSD is Green and Orange for English Learners. There is also a performance gap in CAASPP ELA and Math, EL's and Foster are Red, while Overall are Orange. We also see a gap in the a-g completion rate; for the Class of 2022, overall, 44.2% of students completed the requirement, while only 21.2% of English Learners, 21.1% of Foster students and 41.7% of Socio-Economic Disadvantaged Students achieved the same. In addition, low-income students experience a financial challenge in preparation for college due to the cost of exam fees such as AP, IB, PSAT and SAT. Low income students limit their opportunities due to financial constraints. Through outreach with English Learner, Foster Youth, and Low Income parents, students and their teachers we learned that these programs are highly valued and greatly serve to engage and prepare students for their post high school plans. **Scope:** Schoolwide	ERUSD will promote college and career readiness for English Learners, low income students, and foster youth students through the following activities: fund the cost of all Advanced Placement, PSAT, and International Baccalaureate Exam Fees for all students who are low income, foster youth, and English Learners that are enrolled in AP and IB courses. This action is aimed to address any financial constraints that might prevent a student from earning college credit due to the cost of the exam. ERUSD will also provide college and career counseling activities and provide information on post-secondary options specifically designed for English Learners, low income students and Foster Youth students who have unique needs that may be obstacles to post-secondary education options and encourage them to complete their A-G Requirements and be UC/CSU eligible. Instructional materials related to college and career readiness activities will also be purchased and provided to foster youth, English Learners and low-income students, including materials in the students' home languages and A-G informational materials. Resources and activities that promote and support attendance at post-secondary institutions will be provided to English learners, Foster youth, and low-income students, such as the annual College Fair, FAFSA and College Application Workshops, and field trips for students and parents to post-secondary institutions. These activities will be across all secondary school sites because all students will benefit from access to college and career readiness support services.	College & Career Readiness Indicator for Foster, English Learner, and Low Income

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3.10	**Action:** Small Group Instructional Opportunities for Students **Need:** Star Early Literacy, Star Reading and Star Math documents the existing achievement gap for English Leaner students in K-2nd grade levels and underscores the need for additional instructional support. 29% of English Learners in 2nd grade are scoring at or above the 40th percentile, while 57% of all other 2nd grade students are scoring at or above the 40th percentile on the Star Reading Assessment. 35% of English Learners in Kinder and 1st grades are scoring at or above the 40th percentile, while 53% of all other Kinder and 1st grade students are scoring at or above the 40th percentile on the Star Early Literacy Assessment. 21.86% and 36.39% of low income students met or exceeded standards in the 2022-2023 Math and ELA CAASPP, respectively. Comparatively, in 2022-2023, 38.16% of all students in ERUSD met or exceeded standards in ELA while 23.94% met or exceeded standards in math. During stakeholder engagement sessions, providing opportunities for students to learn in small groups continues to be identified as a top priority by both parents and staff.	The continued support of instructional aides in TK-2nd grade classrooms will be helpful in meeting the goal of ensuring continuity of learning, identification of academic learning gaps and equity, and access to learning. This action will fund existing staff that provide additional student support. Paraprofessionals and/or college tutors will be enlisted to facilitate small group instruction for English Learners and Low-Income students in our eight elementary schools in grades TK-2. Their support will enhance a District supported Multi-Tiered System of Support (MTSS) initiative to embed evidence based academic practices, consistent procedures, student tiered supports and strategies to increase and improve equity and access for students to ensure the unique and individual academic, behavior and social emotional learning needs are met and to close the achievement gaps. As a result of this support with small group instruction, we expect to see the performance of ELs and Low Income students improve in ELA and math as evidenced by ERUSD interim assessments. This action is being provided on an LEA-wide basis because all our students can benefit from the academic support that small group instruction can provide.	STAR Universal Screeners for Literacy and Reading for English Learners Dashboard ELA Scores for English Learners and Low Income Students Dashboard Math Scores for English Learners and Low Income Students

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	Scope: LEA-wide		
3.11	**Action:** Class size reduction **Need:** Research indicates that children from low-income backgrounds often start school behind their more affluent peers on various measures of school readiness including physical, social emotional, language and cognitive developmental measures (American Academy of Pediatrics, 2019) (Cannon, J. S., and Karoly, L. A., 2007) (Reardon, S. 2019). 29% of English Learners in 2nd grade are scoring at or above the 40th percentile, while 57% of all other 2nd grade students are scoring at or above the 40th percentile on the Star Reading Assessment. 35% of English Learners in Kinder and 1st grades are scoring at or above the 40th percentile, while 53% of all other Kinder and 1st grade students are scoring at or above the 40th percentile on the Star Early Literacy Assessment. In 2023 CAASPP ELA, 38.16% of all students Met or Exceeded Standard; however, only 10.61% of English Learners and 36.39% of low income students performed as well. In Math, 23.9% of all students Met or Exceeded Standard; however, only 7.6% of English Learners and 21.86% of low income students performed as well.	Low income and English Learner students need smaller class sizes that allows teachers to better focus on individual students' specific needs, providing targeted support and addressing learning gaps. Students will have the opportunity for more differentiated instruction to ensure they are working at an appropriate level, making their learning process more efficient and effective. In an effort to ensure that children from low-income homes and English Learners are provided optimal learning environments that facilitate growth across these critical developmental domains, El Rancho Unified School District is committed to providing small class sizes in grades TK-3. ERUSD will provide smaller class sizes below the contracted number. These smaller class sizes will facilitate: (1) teachers working with small groups of students from low-income families and English Learners in a more intensive, sustained manner; (2) the opportunity to provide English Learners and students from low-income families with smaller peer groups within which teachers can monitor interactions and scaffold problem solving and conflict resolution—key elements of later school success; (3) rich opportunities for teachers to engage in on-going dialogue with EL students as a vehicle for promoting oral language development, a critical foundational skill correlated with later reading and writing achievement; and (4) the formation of healthy, nurturing relationships between teachers an EL and low income students.	STAR Literacy and Reading Universal Screeners for English Learners Dashboard ELA Scores for Low Income and English Learner Dashboard Math Scores for Low Income and English Learner

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	Teacher observations shared during articulation sessions in ERUSD indicate that children from low-income families enter school with specific needs across these developmental domains. In particular, teachers cite gaps in oral language and vocabulary; phonemic awareness; number sense; self-regulation; peer interactions as challenges to academic success for young children from low-income families. **Scope:** LEA-wide	This final component, relationships, is associated with improved social and academic outcomes and is more reasonably achieved when teachers have less students in a class. El Rancho Unified School District has developed its LCAP to provide tiered systems of support for EL and low income students that will offer enhanced educational experiences that exceed base requirements. The district is maintaining its commitment to providing smaller class sizes in grades TK-3 to provide an optimal learning environment for its youngest students and to ensure "best first instruction" during the primary years for the academic and social emotional well-being of students. It is anticipated that our comprehensive actions will provide the support needed for EL and low income students to successfully access content and meet grade level standards. This action is being provided on an LEA-wide basis because all our students can benefit from small class sizes to be more engaged in class and have a stronger reading, writing, and math achievement.	
3.12	**Action:** Renaissance Products **Need:** Our district's English Learner (EL) population faces unique challenges in achieving academic success. These challenges include limited English proficiency and differing academic backgrounds, amongst others. Due to the various challenges, ERUSD English	The various products available to students and educators as part of the Renaissance platform will address the needs of our EL's in the following ways: Star 360 assesses students' reading, writing, and language skills, including their English proficiency levels. This data allows teachers to identify each English learner's strengths and weaknesses, enabling them to tailor instruction to meet their	Star Reading Scores (K-12) Star Math Scores (K-5) CAASPP ELA Scores for English Learners CAASPP Math Scores for English Learners CA Dashboard ELPI

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Learners are underperforming their peers districtwide thereby creating an achievement gap, as evidenced by English Learner CAASPP scores and the English Learner Progress Indicator on the California Dashboard. In 2023 CAASPP ELA, 38.16% of all students Met or Exceeded Standard; however, only 10.61% of English Learners performed as well. In Math, 23.9% of all students Met or Exceeded Standard; however, only 7.6% of English Learners performed as well. Additionally, the California School Dashboard shows that only 53.4% of EL's are making progress towards English language proficiency or maintaining the highest level. **Scope:** LEA-wide	specific needs. Teachers can create personalized learning plans and provide targeted support to help English learners improve their language skills. ERUSD teachers will use the Star 360 assessments as a local screening and monitoring tool to track English learners' progress over time. By regularly assessing English learners' language skills, teachers can determine if the current instructional approaches are effective or if adjustments are needed to support their language acquisition. Additionally, Star 360 identifies specific skills or concepts that English learners may struggle with. This information allows teachers to provide targeted intervention to address those challenges effectively. The Accelerated Reader program which is designed to improve reading skills and foster a love for reading among students, includes comprehension quizzes that test students' understanding of the books they have read and are designed to assess their understanding of the plot, characters, and main ideas of the books. The AR program also helps English learners develop their reading fluency. By engaging with a variety of texts, learners can improve their reading speed, accuracy, and overall fluency in English. Finally, the AR program provides teachers and students with data on reading progress, such as the number of books read, comprehension quiz scores, and reading level growth. We have also included the DNA platform which we use to assess and administer our interim assessments.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		All students can benefit from the use of these products, therefore this action is being provided on an LEA-wide basis.	
3.13	**Action:** Professional Development to Support English Learners for Classified Staff Working Directly with Students **Need:** In 2023 CAASPP ELA, 38.16% of all students Met or Exceeded Standard; however, only 10.61% of English Learners students performed as well. In Math, 23.9% of all students Met or Exceeded Standard; however, only 7.6% of English Learners students performed as well. English Learners need further support to close the achievement gap. **Scope:** LEA-wide	To support our English Learner student population El Rancho Unified School District will provide professional development to our classified staff working directly with students to develop their knowledge of instructional strategies to meet the unique learning needs of our English Learner student population. This professional development will include classified staff working directly with students, which includes implementation of the ELD standards, strategies for Designated and Integrated ELD, addressing the language and social-emotional assets and needs of different EL profiles (e.g., newcomers, LTELS), ongoing collaboration, classroom-based application and teacher reflection or inquiry cycles and sub release time to achieve this action. We will provide classified staff working directly with students with training to successfully implement these practices across classrooms throughout the district because it will benefit all students.	CAASPP Math Scores for English Learners CAASPP ELA Scores for English Learners
4.2	**Action:** Staff Articulation and Collaboration **Need:** Our district's English Learner (EL) population faces unique challenges in achieving academic success. These challenges include limited English proficiency and differing academic backgrounds, amongst others. Due to the various challenges, ERUSD English Learners are underperforming their peers districtwide thereby creating an achievement gap, as evidences by English Learner	By establishing structures for ongoing staff collaboration, as well as vertical articulation, we can ensure a more cohesive and effective approach to serving EL students. This will allow teachers to share best practices, align curriculum and instruction, and develop targeted interventions. Through this collaborative effort, we aim to better equip our educators, and in turn, our EL students with the necessary language skills, academic foundation, and support to achieve academic success. When staff members meet to collaborate they articulate effectively, they can align instructional	ELA CAASPP scores for English Learners Math CAASPP scores for English Learners EL Reclassification Rate

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	CAASPP scores and the English Learner Progress Indicator on the California Dashboard. In 2023, CAASPP ELA, 38.16% of all students Met or Exceeded Standard; however, only 10.61% of English Learners performed as well. In Math, 23.9% of all students Met or Exceeded Standard; however, only 7.6% of English Learners performed as well. Additionally, the California School Dashboard shows that only 53.4% of EL's are making progress towards English language proficiency or maintaining the highest level. **Scope:** LEA-wide	strategies, ensuring that students build on their knowledge and skills progressively from one grade level to the next. This will help students transition between grades and schools because staff will have the opportunity to share important information about student progress, needs, and strengths, allowing for tailored support and continuity in their instruction. This action is provided LEA-wide because teacher collaboration leads to enhanced student achievement. When teachers share teaching strategies, resources, and insights, it can lead to more effective and engaging instruction and lessons that create a more engaging learning environment that differentiates instruction for all students.	

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
2.5	**Action:** School Community Liaison for Foster/Homeless Student Case Management **Need:** Foster Youth have unique needs that are addressed by the District Foster Youth Liaison, such as Coordinating with Child Welfare,	The District Foster Youth Liaison provides a variety of specialized and technical support to Foster Youth. Serves as an educational advocate for foster youth, serves as a liaison between schools, group homes, caregivers and others to assure that the educational needs of students in foster care are met. Coordinates with Child Welfare and other school districts to develop and	Suspension Rate for Foster Youth

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	providing technical assistance with CDE and case management. Foster Youth require a variety of specialized and technical support. There is a need for coordination with Child Welfare and other school districts to develop and implement appropriate strategies, and provide appropriate services, to address the needs, and improve the educational outcomes of students in foster care. Our Foster Youth (FY) student population face challenges beyond academics that require a holistic approach to support their success. These needs include social emotional learning, attendance support, and behavior management support. These unmet needs can hinder academic progress for FYs by limiting their social connections, having unidentified academic needs, and having behavior that impacts their learning. The consequences of their unmet needs can be seen in the achievement gap that exists between these students and their peers. This achievement gap can be seen in their CAASPP Math and ELA scores. In 2023 CAASPP ELA, 38.16% of all students Met or Exceeded Standard; however, only 21.74% of Foster students performed as well. In Math, 23.9% of all students Met or Exceeded Standard; however, only 4% of Foster students performed as well. The 2023 California Dashboard shows that the suspension rate for all students was 5.1% while the suspension rate for our Foster Youth population was 13.9%. The dashboard also shows that the chronic absenteeism rate for all students declined by 10.4% while the chronic	implement appropriate strategies, and provide appropriate services, to address the needs, and improve the educational outcomes of students in foster care. Organizes, oversees, and monitors activities for a variety of Foster Youth Services projects including tutoring, mentoring, and enrichment. Provides technical assistance, guidance, support and training district wide in relation to California Department of Education State laws, and best practices pertaining to educational support to foster youth. Monitors educational support and outcomes provided by the schools and provides education case management in as-needed situations. Provides guidance and support to assure the educational wellbeing of the students; attends and supports students at IEP meetings, SART/SARB meetings, SST meetings, and other events critical to student success, as needed. Accesses, reviews and collects data from a variety of sources, which may include, , CALPADS, AERIES, and EPS, to support and facilitate foster youth services and student success, such as, but not limited to, tracking grades, educational credits, and graduation requirements. The Foster Youth Liaison makes community agency referrals as needed such as to higher education programs, adult education, and vocational programs to ensure student success. The Liaison connects students with appropriate and relevant support services and resources, such as college personnel to transition foster youths to post-secondary education. Develops and implements tracking systems; gathers reliable, valid and comprehensive information and data on services provided to students in foster care, as required by the	

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	absenteeism rate for our Foster Youth increased by 4.5%. In addition, during our education partner session, feedback received communicated the need for more support for our foster youth to help meet their unique social, emotional and academic needs. **Scope:** Limited to Unduplicated Student Group(s)	California Department of Education. Assures appropriate placement of foster youth in schools by assisting schools in understanding and complying with applicable laws and regulations; works closely with other District Foster Youth Liaisons to assure the timely transfer of educational records and gathers other pertinent student information to facilitate enrollments. Attends designated county and district meetings; and attends state-mandated conferences and workshops. Serves as a resource to foster youth, District staff, and community agencies; maintains knowledge of current laws and regulations pertaining to the education of students in foster care.	
4.1	**Action:** EL Resource Teacher **Need:** English Learners need to reclassify as English Language Proficient in order to be successful in a-g classes and college or career readiness. A high level of English proficiency is necessary to provides access for college and career readiness. The English Learner Reclassification Rate in 2022-2023 is 17% and in 2022-2023 16.57% of students received a Proficient score in the ELPAC receiving a score of 4. **Scope:** Limited to Unduplicated Student Group(s)	An English Language (EL) Resource Teacher is needed to support teachers who work with English Learners so that they can effectively address the diverse English language development needs of English language learners (ELLs) within the classroom. The EL Resource Teacher will provide professional development, collaborative planning, and classroom coaching, which enhances classroom teachers' ability to differentiate instruction and deliver content in a way that is accessible to all students, while focusing on teaching strategies that enhance language development and academic achievement of English Learners.	ELPAC Results EL Reclassification Rate
4.3	**Action:** Support services for EL monitoring	This action addresses the identified need to accelerate language acquisition for English	Summative ELPAC Results

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Need: While the data indicates that over half (53.4%) of English Learners are making progress towards proficiency, a significant portion (46.6%) are either maintaining their current level or not progressing. This highlights the need for improved support and targeted interventions to accelerate English language acquisition for all learners. **Scope:** Limited to Unduplicated Student Group(s)	Learners by increasing targeted support such as individualized support with dedicated staff. This can assist teachers in identifying individual student strengths and weaknesses in listening, speaking, reading, writing, and academic content mastery. The action can also improve efficiency and effectiveness by alleviating teachers' workload on progress monitoring, giving them the opportunity to dedicate more time to high-quality instruction and personalized learning approaches.	

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.

El Rancho Unified School District Plans to utilize additional concentration grant add-on funding to provide direct services to students. Given that all schools in ERUSD have a concentration of unduplicated students above 55%, direct service supports will be distributed equitably across all schools within the designated grade spans. These services are described, by action number below:

* Action #1.2-- Librarian and Library media techs: ERUSD is using additional concentration grant add-on funding to retain our certificated Librarian and Library media techs to help support the library used by low income, English learners and foster youth providing them tools, support and options to increase literacy and reading skills.

*Action #1.6 – Student Wellness- Our population of low income students have demonstrated a need for health services.ERUSD is using additional concentration grant add-on funding to retain the additional registered nurses, LVN's and site health clerks to address the health

needs of low income students by promoting wellness, referring students to appropriate services, and providing families to access appropriate health care services.

*Action #2.7 – Behavior Technicians- English Learners, Low-Income Students, and Foster youth at all elementary schools in ERUSD will receive support from Behavior Technicians (BT). ERUSD is using additional concentration grant add-on funding to retain current behavior technician.

*Action #2.17 – Social Worker - This staff member will provide classroom-based lessons focused on social-emotional learning, relationship building, and student wellness and will also assist in identifying and supporting Tier II students in need of targeted interventions.

* Action # 3.7-- Increase Access to Academic Counselors: Retain four additional academic counselors (3 at the middle school level, one at the high school level) to increase access and academic support for ELs, foster, and low income students. Low Income, Foster and English Learners have a greater need to meet with their counselors to ensure that they are being supported in their academic career. Counseling support for these student groups will include check-in's on academic progress, support for reclassification, and attending to social-emotional wellness. Academic counselors will help increase engagement for Low Income, Foster and English Learner students by building strong relationships of support and mentorship. Counselors will also connect Low Income, Foster and English Learner students to extra-curricular and leadership opportunities on campus. In addition, there is also a need for these counselors to support parent engagement and training through workshops. These counselors will ensure parents of unduplicated students are aware of reclassification criteria, students resources and academic support. ERUSD is using additional concentration grant add-on funding to retain current counselors who supported students during 2025-26.

* Action #3.10 – Small Group Instructional Opportunities for Students: Students in grades K-2 will receive support from instructional aides. ERUSD is using additional concentration grant add-on funding to retain current instructional aides performing these duties.

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	N/A	1:28.04
Staff-to-student ratio of certificated staff providing direct services to students	N/A	1:17.45

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	$77,292,097	$25,870,730.00	33.471%	14.163%	47.634%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$77,395,180.00	$5,764,035.00	$0.00	$658,405.00	$83,817,620.00	$72,278,922.00	$11,538,698.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Highly Qualified Staff	All	No			All Schools	7/1/24-6/30/27	$39,851,366.00	$0.00	$35,180,496.00	$4,162,465.00	$0.00	$508,405.00	$39,851,366.00	
1	1.2	Librarian and Library Media Technician Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	7/1/24-6/30/27	$1,331,000.00	$55,000.00	$1,386,000.00				$1,386,000.00	0%
1	1.3	Maintaining Safe Facilities	All	No			All Schools	7/1/24-6/30/27	$3,400,000.00	$0.00	$3,400,000.00	$0.00	$0.00	$0.00	$3,400,000.00	
1	1.4	Instructional Materials	All	No			All Schools Grades PreK-12	7/1/24-6/30/27	$0.00	$950,000.00	$0.00	$800,000.00	$0.00	$150,000.00	$950,000.00	
1	1.5	Teacher Induction Program	English Learners	Yes	LEA-wide	English Learners	All Schools	7/1/24-6/30/27	$273,000.00	$2,000.00	$275,000.00	$0.00	$0.00	$0.00	$275,000.00	0%
1	1.6	Student Health and Wellbeing	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools	7/1/24-6/30/27	$950,000.00	$0.00	$950,000.00				$950,000.00	0%
2	2.1	EduClimber Comprehensive Data System	English Learners Foster Youth	Yes	LEA-wide	English Learners Foster Youth	All Schools	7/1/24-6/30/27	$0.00	$58,160.00	$58,160.00				$58,160.00	0%
2	2.2	School Security Officers(SSO)/Noon Aides/School Peace Officer (SPO)/School Resource Officer (SRO)	All	No			All Schools	7/1/24-6/30/27	$1,150,000.00	$0.00	$1,150,000.00	$0.00	$0.00	$0.00	$1,150,000.00	0%
2	2.3	Mental Health Counselors	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	7/1/24-6/30/27	$3,000,000.00	$20,000.00	$3,020,000.00	$0.00	$0.00	$0.00	$3,020,000.00	0%
2	2.4	Parent Workshops	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	7/1/24-6/30/27	$0.00	$400,000.00	$400,000.00	$0.00	$0.00	$0.00	$400,000.00	0%
2	2.5	School Community Liaison for Foster/Homeless Student Case Management	Foster Youth	Yes	Limited to Unduplicated	Foster Youth	All Schools	7/1/24-6/30/27	$370,000.00	$30,000.00	$400,000.00	$0.00	$0.00	$0.00	$400,000.00	0%

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
					Student Group(s)											
2	**2.6**	School Community Liaisons	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools	7/1/24-6/30/27	$690,000.00	$60,000.00	$750,000.00				$750,000.00	0%
2	**2.7**	Behavior Technicians	Foster Youth Low Income	Yes	Schoolwide	Foster Youth Low Income	Specific Schools: Birney Tech Academy Durfee Elementary Magee Academy of Arts and Sciences North Ranchito Elementary Rio Vista Elementary Rivera Elementary South Ranchito Dual Language Academy Valencia Academy of the Arts TK-5	7/1/24-6/30/27	$250,000.00	$0.00	$250,000.00				$250,000.00	0%
2	**2.8**	Character Development/Behavior Intervention Programs	Foster Youth	Yes	LEA-wide	Foster Youth	All Schools	7/1/24-6/30/27	$135,352.00	$214,648.00	$350,000.00				$350,000.00	0%
2	**2.9**	Tutoring Support	English Learners	Yes	Schoolwide	English Learners	Specific Schools: North Ranchito, Rio Vista, Rivera Elementary, Rivera MS, North Park, STEAM, El Rancho High School	7/1/24-6/30/27	$250,000.00	$0.00	$250,000.00				$250,000.00	0%
2	**2.10**	Wellness Centers	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	7/1/24-6/30/27	$0.00	$475,000.00	$475,000.00				$475,000.00	0%

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.11	Provide Students with a Go PASS	Low Income	Yes	LEA-wide	Low Income	All Schools	7/1/24-6/30/27	$0.00	$50,000.00	$50,000.00				$50,000.00	0%
2	2.12	Attention 2 Attendance	All	No			All Schools	7/1/24-6/30/27	$0.00	$110,000.00	$110,000.00				$110,000.00	
2	2.13	Student Services	Foster Youth	Yes	LEA-wide	Foster Youth	All Schools	7/1/24-6/30/27	$2,561,267.00	$0.00	$2,561,267.00				$2,561,267.00	0%
2	2.14	Student Engagement Beyond the School Day	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	7/1/24-6/30/27	$750,000.00	$1,250,000.00	$2,000,000.00				$2,000,000.00	0%
2	2.15	Provide ParentSquare access/Aeries Parent Portal/Seesaw/Edlio Web and Access Plus	English Learners	Yes	LEA-wide	English Learners	All Schools	7/1/24-6/30/27	$0.00	$125,000.00	$125,000.00				$125,000.00	0
2	2.16	Board Certified Behavior Analysts	Foster Youth Low Income	Yes	Schoolwide	Foster Youth Low Income	Specific Schools: Birney Tech Academy Durfee Elementary Magee Academy of Arts and Sciences North Ranchito Elementary Rio Vista Elementary Rivera Elementary South Ranchito Dual Language Academy Valencia Academy of the Arts TK-5	7/1/24-6/30/27	$155,000.00	$0.00	$155,000.00				$155,000.00	0
2	2.17	School Social Worker	Foster Youth	Yes	LEA-wide	Foster Youth	All Schools	7/1/26-6/30/27	$135,000.00	$0.00	$135,000.00				$135,000.00	0
3	3.1	Professional Development for Teachers	English Learners Foster Youth	Yes	LEA-wide	English Learners Foster Youth	All Schools	7/1/24-6/30/27	$1,000,000.00	$1,000,000.00	$2,000,000.00	$0.00	$0.00	$0.00	$2,000,000.00	0%
3	3.2	Extended Learning Opportunities and Enhanced Materials	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	7/1/24-6/30/27	$1,000,000.00	$500,000.00	$1,500,000.00	$0.00	$0.00	$0.00	$1,500,000.00	0%

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	3.3	School Site Based Teachers on Special Assignment Providing Instructional Support at the Elementary and Secondary Levels	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	7/1/24-6/30/27	$2,500,000.00	$0.00	$2,500,000.00	$0.00	$0.00	$0.00	$2,500,000.00	0%
3	3.4	Academic Programs	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	7/1/24-6/30/27	$300,000.00	$2,700,000.00	$3,000,000.00	$0.00	$0.00	$0.00	$3,000,000.00	0
3	3.5	Content Experts/Teachers on Special Assignments Providing Support District-Wide	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	7/1/24-6/30/27	$900,000.00	$0.00	$900,000.00	$0.00	$0.00	$0.00	$900,000.00	0
3	3.6	Access to Technology and Online Instructional Programs	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	7/1/24-6/30/27	$600,000.00	$1,900,000.00	$2,500,000.00	$0.00	$0.00	$0.00	$2,500,000.00	0%
3	3.7	Increase Access to Academic Counselors	English Learners Low Income	Yes	Schoolwide	English Learners Low Income	Specific Schools: All ERUSD Middle Schools and ERHS	7/1/24-6/30/27	$550,000.00	$0.00	$550,000.00	$0.00	$0.00	$0.00	$550,000.00	0
3	3.8	Dual Language Immersion Support/Professional Development	English Learners	Yes	Schoolwide	English Learners	Specific Schools: South Ranchito Dual Language Academy, Rivera Middle School TK-8	7/1/24-6/30/27	$180,000.00	$120,000.00	$300,000.00				$300,000.00	0%
3	3.9	College and Career Readiness Support Services	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: All Secondary Schools 6th Through 12th	7/1/24-6/30/27	$650,000.00	$900,000.00	$1,550,000.00				$1,550,000.00	0
3	3.10	Small Group Instructional Opportunities for Students	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	Specific Schools: Birney Tech Academy Durfee Elementary Magee Academy of Arts and Sciences North Ranchito Elementar	7/1/24-6/30/27	$900,000.00	$0.00	$900,000.00				$900,000.00	0

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
							y Rio Vista Elementary Rivera Elementary South Ranchito Dual Language Academy Valencia Academy of the Arts Grades K-2									
3	3.11	Class size reduction	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	Specific Schools: Birney Tech Academy Durfee Elementary Magee Academy of Arts and Sciences North Ranchito Elementary Rio Vista Elementary Rivera Elementary South Ranchito Dual Language Academy Valencia Academy of the Arts Grades TK-3	7/1/24-6/30/27	$5,554,257.00	$0.00	$5,554,257.00				$5,554,257.00	0%
3	3.12	Renaissance Products	English Learners	Yes	LEA-wide	English Learners	All Schools	7/1/24-6/30/27	$0.00	$225,000.00	$225,000.00				$225,000.00	0%
3	3.13	Professional Development to Support English Learners for Classified Staff Working Directly with Students	English Learners	Yes	LEA-wide	English Learners	All Schools	7/1/24-6/30/27	$350,000.00	$0.00	$350,000.00				$350,000.00	0%
4	4.1	EL Resource Teacher	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	7/1/24-6/30/27	$185,000.00	$0.00	$185,000.00				$185,000.00	0%

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
4	4.2	Staff Articulation and Collaboration	English Learners	Yes	LEA-wide	English Learners	All Schools	7/1/24-6/30/27	$1,650,000.00	$0.00	$1,650,000.00				$1,650,000.00	0%
4	4.3	Support services for EL monitoring	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	7/1/24-6/30/27	$0.00	$300,000.00	$300,000.00				$300,000.00	0%
4	4.4	English Language Development	English Learners	No			All Schools	7/1/24-6/30/27	$0.00	$0.00	$0.00				$0.00	
4	4.5	EL Master Plan	English Learners	No			All Schools	7/1/24-6/30/27	$0.00	$0.00	$0.00				$0.00	
5	5.1	Career Tech Education Pathway	All	No			Specific Schools: Ruben Salazar High School	7/1/24-6/30/27	$126,680.00	$83,890.00		$210,570.00			$210,570.00	0
5	5.2	Feet First Program	All	No			Specific Schools: Ruben Salazar High School	7/1/24-6/30/27	$5,000.00	$0.00		$5,000.00			$5,000.00	
5	5.3	Student Support/Advisement Period	All	No			Specific Schools: Ruben Salazar High School	7/1/24-6/30/27	$0.00	$5,000.00		$5,000.00			$5,000.00	
5	5.4	Math Instructional Materials Adoption	All	No			Specific Schools: Ruben Salazar High School	7/1/24-6/30/27	$0.00	$0.00	$0.00				$0.00	
5	5.5	Curriculum Design and Lesson Development	All	No			Specific Schools: Ruben Salazar High School	7/1/24-6/30/27	$0.00	$5,000.00		$5,000.00			$5,000.00	
5	5.6	Math Tutoring	All	No			Specific Schools: Ruben Salazar High School	7/1/24-6/30/27	$58,000.00	$0.00		$58,000.00			$58,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
5	**5.7**	Credit Recovery	All	No			Specific Schools: Ruben Salazar High School	7/1/26-6/30/27	$518,000.00	$0.00		$518,000.00			$518,000.00	

2026-27 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
$77,292,097	$25,870,730.00	33.471%	14.163%	47.634%	$37,554,684.00	0.000%	48.588 %	**Total:**	$37,554,684.00
								LEA-wide Total:	$33,614,684.00
								Limited Total:	$885,000.00
								Schoolwide Total:	$3,055,000.00

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	1.2	Librarian and Library Media Technician Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,386,000.00	0%
1	1.5	Teacher Induction Program	Yes	LEA-wide	English Learners	All Schools	$275,000.00	0%
1	1.6	Student Health and Wellbeing	Yes	LEA-wide	Foster Youth Low Income	All Schools	$950,000.00	0%
2	2.1	EduClimber Comprehensive Data System	Yes	LEA-wide	English Learners Foster Youth	All Schools	$58,160.00	0%
2	2.3	Mental Health Counselors	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$3,020,000.00	0%
2	2.4	Parent Workshops	Yes	LEA-wide	English Learners Low Income	All Schools	$400,000.00	0%
2	2.5	School Community Liaison for Foster/Homeless Student Case Management	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	$400,000.00	0%
2	2.6	School Community Liaisons	Yes	LEA-wide	Foster Youth Low Income	All Schools	$750,000.00	0%

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.7	Behavior Technicians	Yes	Schoolwide	Foster Youth Low Income	Specific Schools: Birney Tech Academy Durfee Elementary Magee Academy of Arts and Sciences North Ranchito Elementary Rio Vista Elementary Rivera Elementary South Ranchito Dual Language Academy Valencia Academy of the Arts TK-5	$250,000.00	0%
2	2.8	Character Development/Behavior Intervention Programs	Yes	LEA-wide	Foster Youth	All Schools	$350,000.00	0%
2	2.9	Tutoring Support	Yes	Schoolwide	English Learners	Specific Schools: North Ranchito, Rio Vista, Rivera Elementary, Rivera MS, North Park, STEAM, El Rancho High School	$250,000.00	0%
2	2.10	Wellness Centers	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$475,000.00	0%
2	2.11	Provide Students with a Go PASS	Yes	LEA-wide	Low Income	All Schools	$50,000.00	0%
2	2.13	Student Services	Yes	LEA-wide	Foster Youth	All Schools	$2,561,267.00	0%
2	2.14	Student Engagement Beyond the School Day	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,000,000.00	0%
2	2.15	Provide ParentSquare access/Aeries Parent	Yes	LEA-wide	English Learners	All Schools	$125,000.00	0

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
		Portal/Seesaw/Edlio Web and Access Plus						
2	2.16	Board Certified Behavior Analysts	Yes	Schoolwide	Foster Youth Low Income	Specific Schools: Birney Tech Academy Durfee Elementary Magee Academy of Arts and Sciences North Ranchito Elementary Rio Vista Elementary Rivera Elementary South Ranchito Dual Language Academy Valencia Academy of the Arts TK-5	$155,000.00	0
2	2.17	School Social Worker	Yes	LEA-wide	Foster Youth	All Schools	$135,000.00	0
3	3.1	Professional Development for Teachers	Yes	LEA-wide	English Learners Foster Youth	All Schools	$2,000,000.00	0%
3	3.2	Extended Learning Opportunities and Enhanced Materials	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,500,000.00	0%
3	3.3	School Site Based Teachers on Special Assignment Providing Instructional Support at the Elementary and Secondary Levels	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,500,000.00	0%
3	3.4	Academic Programs	Yes	LEA-wide	English Learners Low Income	All Schools	$3,000,000.00	0
3	3.5	Content Experts/Teachers on Special Assignments Providing Support District-Wide	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$900,000.00	0

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
3	3.6	Access to Technology and Online Instructional Programs	Yes	LEA-wide	English Learners Low Income	All Schools	$2,500,000.00	0%
3	3.7	Increase Access to Academic Counselors	Yes	Schoolwide	English Learners Low Income	Specific Schools: All ERUSD Middle Schools and ERHS	$550,000.00	0
3	3.8	Dual Language Immersion Support/Professional Development	Yes	Schoolwide	English Learners	Specific Schools: South Ranchito Dual Language Academy, Rivera Middle School TK-8	$300,000.00	0%
3	3.9	College and Career Readiness Support Services	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: All Secondary Schools 6th Through 12th	$1,550,000.00	0
3	3.10	Small Group Instructional Opportunities for Students	Yes	LEA-wide	English Learners Low Income	Specific Schools: Birney Tech Academy Durfee Elementary Magee Academy of Arts and Sciences North Ranchito Elementary Rio Vista Elementary Rivera Elementary South Ranchito Dual Language Academy Valencia Academy of the Arts Grades K-2	$900,000.00	0
3	3.11	Class size reduction	Yes	LEA-wide	English Learners Low Income	Specific Schools: Birney Tech Academy Durfee Elementary Magee Academy of Arts and Sciences	$5,554,257.00	0%

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
						North Ranchito Elementary Rio Vista Elementary Rivera Elementary South Ranchito Dual Language Academy Valencia Academy of the Arts Grades TK-3		
3	3.12	Renaissance Products	Yes	LEA-wide	English Learners	All Schools	$225,000.00	0%
3	3.13	Professional Development to Support English Learners for Classified Staff Working Directly with Students	Yes	LEA-wide	English Learners	All Schools	$350,000.00	0%
4	4.1	EL Resource Teacher	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$185,000.00	0%
4	4.2	Staff Articulation and Collaboration	Yes	LEA-wide	English Learners	All Schools	$1,650,000.00	0%
4	4.3	Support services for EL monitoring	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$300,000.00	0%

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$96,410,252.00	$76,577,071.12

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Highly Qualified Staff	No	$39,851,366.00	$34,983,019.00
1	**1.2**	Librarian and Library Media Technician Support	Yes	$1,380,257.00	$1,380,000.00
1	**1.3**	Maintaining Safe Facilities	No	$7,460,424.00	$2,895,967.00
1	**1.4**	Instructional Materials	No	$1,668,780.00	$1,161,219.00
1	**1.5**	Teacher Induction Program	Yes	$352,000.00	$275,000.00
1	**1.6**	Student Health and Wellbeing	Yes	$993,067.00	$993,067.00
2	**2.1**	EduClimber Comprehensive Data System	Yes	$58,160.00	$58,160.00
2	**2.2**	School Security Officers(SSO)/Noon Aides/School Peace Officer (SPO)/School Resource Officer (SRO)	No	$1,011,958.00	$1,254,940.40
2	**2.3**	Mental Health Counselors	Yes	$3,420,000.00	$2,750,000.00
2	**2.4**	Parent Workshops	Yes	$500,000.00	$400,000.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.5	School Community Liaison for Foster/Homeless Student Case Management	Yes	$280,000.00	$200,000.00
2	2.6	Parent Liaisons	Yes	$820,000.00	$725,000.00
2	2.7	Behavior Technicians	Yes	$320,000.00	$250,000.00
2	2.8	Character Development/Behavior Intervention Programs	Yes	$409,412.00	$325,000.00
2	2.9	Tutoring Support	Yes	$500,000.00	$200,000.00
2	2.10	Wellness Centers	Yes	$875,000.00	$400,000.00
2	2.11	Provide Students with a Go PASS	Yes	$50,000.00	$50,000.00
2	2.12	Attention 2 Attendance	No	$330,000.00	$53,650.00
2	2.13	Student Services	Yes	$3,412,376.00	$2,300,000.00
2	2.14	Student Engagement Beyond the School Day	Yes	$2,400,000.00	$2,000,000.00
2	2.15	Provide ParentSquare access/Aeries Parent Portal/Seesaw/Edlio Web and Access Plus	Yes	$150,000.00	$125,000.00
2	2.16	Board Certified Behavior Analysts	Yes	$290,000.00	$0
3	3.1	Professional Development for Teachers	Yes	$3,000,000.00	$3,000,000.00

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)
3	3.2	Extended Learning Opportunities and Enhanced Materials	Yes	$2,800,000.00	$1,070,834.00
3	3.3	School Site Based Teachers on Special Assignment Providing Instructional Support at the Elementary and Secondary Levels	Yes	$2,926,484.00	$2,500,000.00
3	3.4	Academic Programs	Yes	$3,800,000.00	$3,010,536.00
3	3.5	Content Experts/Teachers on Special Assignments Providing Support District-Wide	Yes	$1,001,648.00	$900,000.00
3	3.6	Access to Technology and Online Instructional Programs	Yes	$3,500,000.00	$2,554,705.00
3	3.7	Increase Access to Academic Counselors	Yes	$600,651.00	$525,000.00
3	3.8	Dual Language Immersion Support/Professional Development	Yes	$530,000.00	$0
3	3.9	College and Career Readiness Support Services	Yes	$1,850,000.00	$1,000,000.00
3	3.10	Small Group Instructional Opportunities for Students	Yes	$1,032,000.00	$850,000.00
3	3.11	Class size reduction	Yes	$5,172,337.00	$5,665,575.00
3	3.12	Renaissance Products	Yes	$300,000.00	$225,000.00
3	3.13	Professional Development to Support English Learners for Classified Staff Working Directly with Students	Yes	$750,000.00	$300,000.00
4	4.1	EL Resource Teacher	Yes	$195,442.00	$185,000.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
4	**4.2**	Staff Articulation and Collaboration	Yes	$1,750,000.00	$1,650,000.00
4	**4.3**	Support services for EL monitoring	Yes	$400,000.00	$100,000.00
4	**4.4**	English Language Development	No	$0.00	$0
4	**4.5**	EL Master Plan	No	$0.00	$0
5	**5.1**	Career Tech Education Pathway	No	$203,890.00	$203,890.00
5	**5.2**	Feet First Program	No	$5,000.00	$0
5	**5.3**	Student Support/Advisement Period	No	$10,000.00	$0
5	**5.4**	Math Instructional Materials Adoption	No	$0.00	$0
5	**5.5**	Math Training for Staff	No	$20,000.00	$0
5	**5.6**	Math Tutoring	No	$30,000.00	$56,508.72

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$26,768,014	$44,141,910.00	$33,881,802.00	$10,260,108.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.2	Librarian and Library Media Technician Support	Yes	$1,380,257.00	$1,380,000.00	0%	0
1	1.5	Teacher Induction Program	Yes	$352,000.00	$275,000.00	0%	0
1	1.6	Student Health and Wellbeing	Yes	$993,067.00	$993,067.00	0%	0
2	2.1	EduClimber Comprehensive Data System	Yes	$58,160.00	$58,160.00	0%	0
2	2.3	Mental Health Counselors	Yes	$1,743,076.00	$2,750,000.00	0%	0
2	2.4	Parent Workshops	Yes	$500,000.00	$400,000.00	0%	0
2	2.5	School Community Liaison for Foster/Homeless Student Case Management	Yes	$280,000.00	$200,000.00	0%	0
2	2.6	Parent Liaisons	Yes	$820,000.00	$725,000.00	0%	0
2	2.7	Behavior Technicians	Yes	$320,000.00	$250,000.00	0%	0
2	2.8	Character Development/Behavior Intervention Programs	Yes	$409,412.00	$325,000.00	0%	0
2	2.9	Tutoring Support	Yes	$500,000.00	$200,000.00	0%	0
2	2.10	Wellness Centers	Yes	$875,000.00	$400,000.00	0%	0

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	2.11	Provide Students with a Go PASS	Yes	$50,000.00	$50,000.00	0%	0
2	2.13	Student Services	Yes	$3,412,376.00	$2,300,000.00	0%	0
2	2.14	Student Engagement Beyond the School Day	Yes	$2,400,000.00	$2,000,000.00	0%	0
2	2.15	Provide ParentSquare access/Aeries Parent Portal/Seesaw/Edlio Web and Access Plus	Yes	$150,000.00	$125,000.00	0%	0
2	2.16	Board Certified Behavior Analysts	Yes	$290,000.00	$0	0	0
3	3.1	Professional Development for Teachers	Yes	$3,000,000.00	$1,500,000.00	0%	0
3	3.2	Extended Learning Opportunities and Enhanced Materials	Yes	$2,800,000.00	$800,000.00	0%	0
3	3.3	School Site Based Teachers on Special Assignment Providing Instructional Support at the Elementary and Secondary Levels	Yes	$2,926,484.00	$2,500,000.00	0%	0
3	3.4	Academic Programs	Yes	$3,800,000.00	$3,000,000.00	0	0
3	3.5	Content Experts/Teachers on Special Assignments Providing Support District-Wide	Yes	$1,001,648.00	$900,000.00	0	0
3	3.6	Access to Technology and Online Instructional Programs	Yes	$3,500,000.00	$2,250,000.00	0%	0
3	3.7	Increase Access to Academic Counselors	Yes	$600,651.00	$525,000.00	0	0
3	3.8	Dual Language Immersion Support/Professional Development	Yes	$530,000.00	$0	0%	0
3	3.9	College and Career Readiness Support Services	Yes	$1,850,000.00	$1,000,000.00	0	0
3	3.10	Small Group Instructional Opportunities for Students	Yes	$1,032,000.00	$850,000.00	0	0

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
3	**3.11**	Class size reduction	Yes	$5,172,337.00	$5,665,575.00	0%	0
3	**3.12**	Renaissance Products	Yes	$300,000.00	$225,000.00	0%	0
3	**3.13**	Professional Development to Support English Learners for Classified Staff Working Directly with Students	Yes	$750,000.00	$300,000.00	0%	0
4	**4.1**	EL Resource Teacher	Yes	$195,442.00	$185,000.00	0%	0
4	**4.2**	Staff Articulation and Collaboration	Yes	$1,750,000.00	$1,650,000.00	0%	0
4	**4.3**	Support services for EL monitoring	Yes	$400,000.00	$100,000.00	0%	0

2025-26 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)
$77,053,013.00	$26,768,014	23.395%	58.135%	$33,881,802.00	0.000%	43.972%	$10,912,764.39	14.163%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
    - If the LEA has unexpended LREBG funds the LEA must provide the following:
        - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
        - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
            - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32526(c)(2); and
            - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32526(d).
                - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
            - Actions may be grouped together for purposes of these explanations.
            - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
    - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32627(d), to provide the information identified above or to include actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32627(d).

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

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