

LCFF Budget Overview for Parents

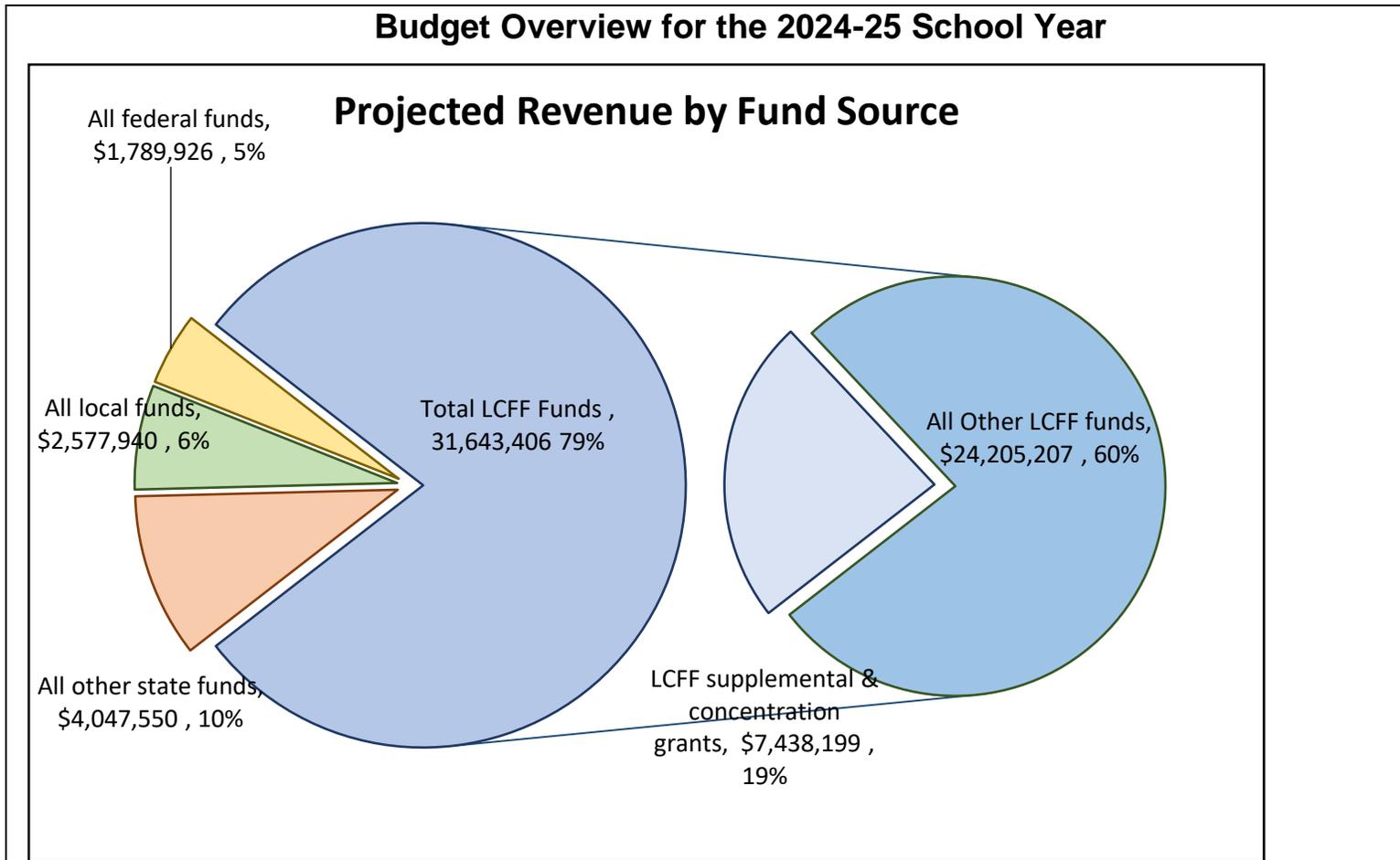
Local Educational Agency (LEA) Name: Rosemead School District

CDS Code: 19-64391

School Year: 2024-25

LEA contact information: Jennifer Fang, Ph.D., Assistant Superintendent, Educational Services

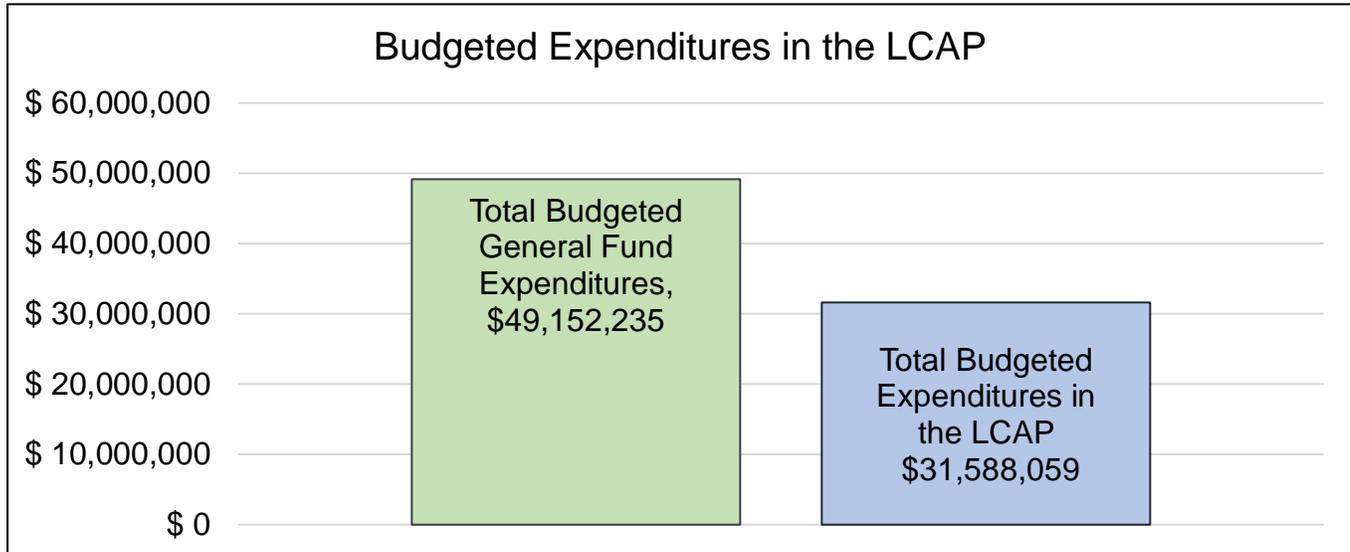
School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs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



This chart shows the total general purpose revenue Rosemead 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 Rosemead School District is \$40,058,822.00, of which \$31,643,406.00 is Local Control Funding Formula (LCFF), \$4,047,550.00 is other state funds, \$2,577,940.00 is local funds, and \$1,789,926.00 is federal funds. Of the \$31,643,406.00 in LCFF Funds, \$7,438,199.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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 Rosemead School District plans to spend for 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

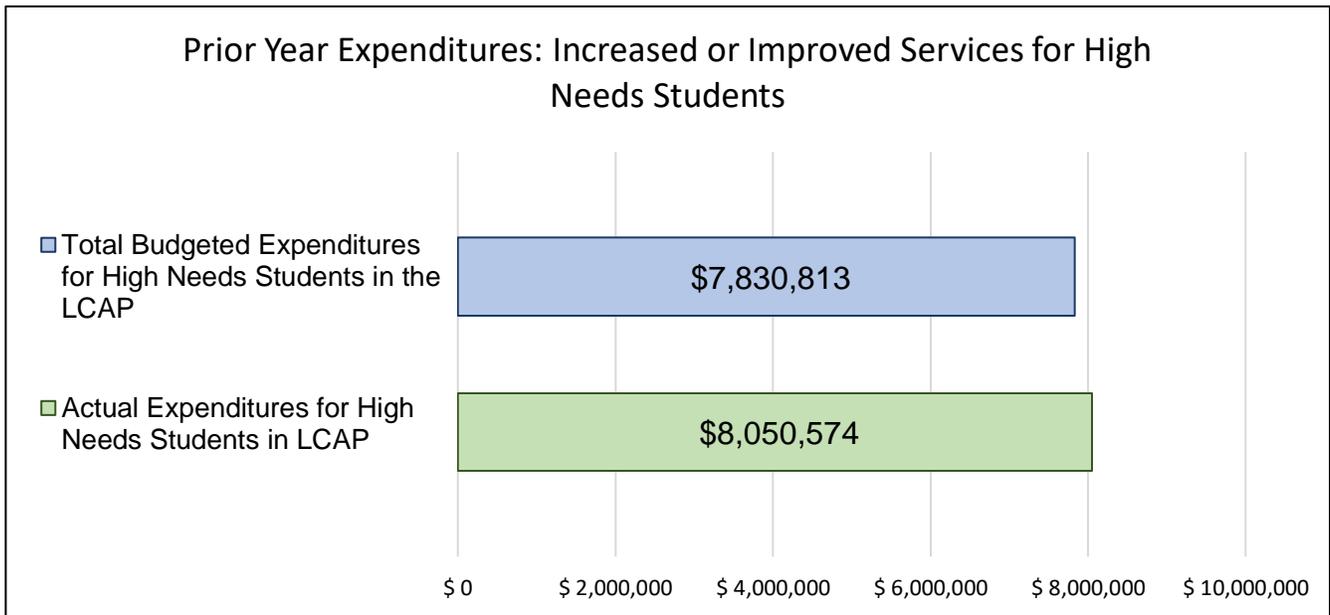
The text description of the above chart is as follows: Rosemead School District plans to spend \$49,152,235.00 for the 2024-25 school year. Of that amount, \$31,588,059.00 is tied to actions/services in the LCAP and \$17,564,176.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Employee salary, benefits, maintenance and facilities supplies, upkeep and other business operations are a part of the General Fund Budget, not included in the LCAP.

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

In 2024-25, Rosemead School District is projecting it will receive \$7,438,199.00 based on the enrollment of foster youth, English learner, and low-income students. Rosemead School District must describe how it intends to increase or improve services for high needs students in the LCAP. Rosemead School District plans to spend \$7,838,640.00 towards meeting this requirement, as described in the LCAP.

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



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

The text description of the above chart is as follows: In 2023-24, Rosemead School District's LCAP budgeted \$7,830,813.00 for planned actions to increase or improve services for high needs students. Rosemead School District actually spent \$8,050,574.00 for actions to increase or improve services for high needs students in 2023-24.

2023-2024 Local Control and Accountability Plan Annual Update

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

| Local Educational Agency (LEA) Name | Contact Name and Title | Email and Phone |
|-------------------------------------|---------------------------------------|---|
| Rosemead Elementary | Jennifer Fang Superintendent, Interim | jfang@rosemead.k12.ca.us (626) 312 2900 |

Goals and Actions

Goal

| Goal # | Description |
|--------|---|
| 1 | Exemplary Teaching: Provide each low income and English learner student with effective, engaging instruction that helps them master grade level standards and achieve college and career readiness. |

Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023-2024 |
|--|---|--|--|--|---|
| Fully credentialed and Appropriately Assigned Teachers (CALPADS 4.1 and 4.3) | Fall, 2020: 98.3% fully credentialed 0 misassignments 0 misassignments of teachers of English Learners | 2020-21 CalSASS Report (in lieu of CDE Teacher Misassignment Report) 100% fully credentialed 4 misassignments (4 middle school elective classes) 1 misassignment of a teacher of English Learners | 2021-22 CalSASS Report (in lieu of CDE Teacher Misassignment Report) 100% fully credentialed 4 misassignments 0 misassignments for teachers of English Learners | 2022-23 Commission on Teacher Credentialing (CTC) Summary of Findings 100% fully credentialed 8 misassignments (4 misassignments for English Language Development) | Fall, 2023: 99% fully credentialed 0 misassignments 0 misassignments of teachers of English Learners |
| Access to Standards-Aligned Instructional Materials (District Survey) | Spring, 2020 75% of students have access to their own standards-aligned | Spring, 2022 75% of students have access to their own standards-aligned | Spring, 2023 75% of students have access to their own standards-aligned | Spring 2024 100% of students have access to their own standards-aligned | Spring, 2024: 100% of students have access to their own standards-aligned |

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|--|--|--|---|--|---|
| | instructional materials (100% of students have access to materials; history/social science materials are not aligned to current standards.) | instructional materials (100% of students have access to materials; history/social science materials are not aligned to current standards.) | instructional materials (100% of students have access to materials; history/social science materials are not aligned to current standards, however, the district adopted a new History Social Science curriculum that is aligned to the current standards and California framework to begin Fall 2023). By Fall 2023, we will have 100% of students with current standards-aligned instructional materials. | instructional materials in all core subject areas. | instructional materials |
| Implementation of State Standards (Rating on Local Indicator 2 Self-Reflection Tool) | Spring, 2021 Local Indicator: Rating of "full implementation" or "full implementation and sustainability" on 4 out of 5 focus areas | Spring, 2022 Local Indicator: Rating of "full implementation" or "full implementation and sustainability" on 4 out of 5 focus areas | Spring, 2023 Local Indicator: Rating of "full implementation" or "full implementation and sustainability" on 4 out of 5 focus areas | Spring, 2024 Local Indicator: Rating of "full implementation" or "full implementation and sustainability" on 4 out of 5 focus areas | Spring, 2024 Local Indicator: Rating of "full implementation" or "full implementation and sustainability" on 4 out of 5 focus areas |
| Student Evaluation of Instruction on California Healthy Kids Survey Question: | Spring, 2021: 94% of teachers agreed or strongly agreed with the statement: "Teachers from this school are providing effective instruction with the school's instructional model." | This survey module was not implemented this year. Please see explanation in Goal Analysis below. | This survey module was not implemented this year. Please see the explanation in Goal Analysis below. | This survey module was not implemented this year. Please see the explanation in Goal Analysis below. | Spring, 2024: 98% of teachers agreed or strongly agreed with the statement: "Teachers from this school are providing effective instruction with the school's instructional model." |
| Feedback on Effectiveness of Professional Development | Average Results from Feedback Surveys from Districtwide PD Days in 2020-21: 83% of participants responded with a 3 or 4 out of 4 to the question, "How prepared do you feel to implement what you learned or worked on in this session?" | Average Results from Feedback Surveys from Districtwide PD Days in 2021-22: 86% of participants responded with a 3 or 4 out of 4 to the question, "How prepared do you feel to implement what you learned or worked on in this session?" | Average Results from Feedback Surveys from Districtwide PD Days in 2022-23: 86% of participants responded with a 3 or 4 out of 4 to the question, "How prepared do you feel to implement what you learned or worked on in this session?" | Average Results from Feedback Surveys from Districtwide PD Days in 2023-24: 93% of participants responded with a 3 or 4 out of 4 to the question, "How prepared do you feel to implement what you learned or worked on in this session?" 95% of participants | Average Results from Feedback Surveys from PD Days in 2020-21: 95% of participants will respond with a 3 or 4 out of 4 to the question, "How prepared do you feel to implement what you learned or worked on in this session?" 95% of participants will |

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| | 93% of participants responded with a 4 or 5 out of 5 to the question, "How would you rate the value of the content of this session?" | 96% of participants responded with a 4 or 5 out of 5 to the question, "How would you rate the value of the content of this session?" | 89% of participants responded with a 3 or 4 out of 4 to the question, "How would you rate the value of the content of this session?" | responded with a 3 or 4 out of 4 to the question, "How would you rate the value of the content of this session?" | respond with a 4 or 5 out of 5 to the question, "How would you rate the value of the content of this session?" |
| Student Outcomes in Adopted Course of Study: CAASPP Results | Spring, 2019: Percent of Students Meeting or Exceeding Standards SBAC ELA: 62.4% SBAC Math: 57.5% California Science Test: 51.3% | Spring, 2021: Local Assessment Results (reported on SARC in lieu of SBAC in 2021): i-Ready ELA for grades 3-6: 56.67% at or above grade level Star Reading for grades 7-8: 58.9% at or above grade level i-Ready Math for grades 3-6: 57.5% at or above grade level Star Math for grades 7-8: 59.73% | Spring 2022: SBAC ELA: 57.98% Met or exceeded standard for ELA SBAC Math: 49.24% Met or exceeded standard for Math California Science Test: 42.89% Met or exceeded Standard for science | Spring 2023: SBAC ELA: 57.66% Met or exceeded standard for ELA SBAC Math: 50.71% Met or exceeded standard for Math California Science Test: 30.18% Met or exceeded Standard for Science | Spring, 2024: Percent of Students Meeting or Exceeding Standards SBAC ELA: 65% SBAC Math: 60% California Science Test: 60% |
| Facilities Rating in "Good" Repair on the Facilities Inspection Tool (FIT) | Winter, 2020 Facilities Inspection Tool: 100% of schools in "good" repair | Winter, 2021 Facilities Inspection Tool: 100% of schools in "good" repair | Winter, 2022 Facilities Inspection Tool: 100% of schools in "good" repair | Winter, 2023 Facilities Inspection Tool: 100% of schools in "good" or "excellent" repair | Winter, 2024 Facilities Inspection Tool: 100% of schools in "good" repair |
| Local Indicator on California Schools Dashboard for Priority 7: Access to and Enrollment in a Broad Course of Study | 2020-2021 Local Indicator for Priority 7: Standard Met TK-6: 100% of elementary students' weekly schedules include English, mathematics, science, social studies, physical education, visual and performing arts, and health. Grades 7-8: 100% of students schedules in our SIS show that students are enrolled in English, mathematics, science, social studies, physical education, health, and an | 2021-2022 Local Indicator for Priority 7: Standard Met TK-6: 100% of elementary students' weekly schedules include English, mathematics, science, social studies, physical education, visual and performing arts, and health. Grades 7-8: 100% of students schedules in our SIS show that students are enrolled in English, mathematics, science, social studies, physical education, health, and an | 2022-2023 Local Indicator for Priority 7: Standard Met TK-6: 100% of elementary students' weekly schedules include English, mathematics, science, social studies, physical education, visual and performing arts, and health. Grades 7-8: 100% of students schedules in our SIS show that students are enrolled in English, mathematics, science, social studies, physical education, health, and an | 2023-24 Local Indicator for Priority 7: Standard Met TK-6: 100% of elementary students' weekly schedules include English, mathematics, science, social studies, physical education, visual and performing arts, and health. Grades 7-8: 100% of students schedules in our SIS show that students are enrolled in English, mathematics, science, social studies, physical education, health, and an elective related to career/technical education or music or art (with the exception of English learners | 2023-2024 Local Indicator for Priority 7: Standard Met TK-6: 100% of elementary students' weekly schedules include English, mathematics, science, social studies, physical education, visual and performing arts, and health. Grades 7-8: 100% of students schedules in our SIS show that students are enrolled in English, mathematics, science, social studies, physical education, health, and an elective related to career/technical education or music or art. |

| | elective related to career/technical education or music or art. | elective related to career/technical education or music or art (with the exception of English learners who are in a designated ELD elective). | elective related to career/technical education or music or art (with the exception of English learners who are in a designated ELD elective). | who are in a designated ELD elective). | |
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| Student evaluation of high expectations on California Healthy Kids Survey | Spring, 2022: Students responding "yes, most of the time, " or "yes, all of the time" to questions about teachers wanting and encouraging students to do a good job: Grade 5: 87% Grade 6: 83% Grade 7: 74% Grade 8: 68% | Spring, 2022: Students responding "yes, most of the time, " or "yes, all of the time" to questions about teachers wanting and encouraging students to do a good job: Grade 5: 87% Grade 6: 83% Grade 7: 74% Grade 8: 68% | Spring, 2023: Students responding "yes, most of the time, " or "yes, all of the time" to questions about teachers wanting and encouraging students to do a good job: Grade 5: 84% Grade 6: 81% Grade 7: 69% Grade 8: 67% | Spring, 2024: Students responding "yes, most of the time, " or "yes, all of the time" to questions about teachers wanting and encouraging students to do a good job: Grade 5: 76% Grade 6: 84% Grade 7: 63% Grade 8: 67% | Spring, 2024: Students responding "yes, most of the time, " or "yes, all of the time" to questions about teachers wanting and encouraging students to do a good job: Grade 5: 90% Grade 6: 85% Grade 7: 80% Grade 8: 75% |

Goal Analysis

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

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

Overall, Goal 1 initiatives were executed as planned. Fostering exemplary teaching remains a top priority within our district, and we've effectively carried out our objectives. While no alterations were made, we've identified areas for growth to enhance our efforts next year.

Action 1: Our experienced and fully credentialed teachers stand as one of our greatest assets. Professional development was seamlessly executed, tailored to address both academic and socio-emotional needs of our students.

Action 2: Professional development centered on a Multi-tiered System of Support (MTSS), Positive Behavioral Interventions and Supports (PBIS), foundational early reading skills, data analysis, and Engaging CA English Learners ELD through the Arts (ECELA). Our commitment to professional growth extends beyond designated days, with ongoing engagement through grade level/subject area Professional Learning Communities (PLCs), late start Wednesdays, and participation in conferences and trainings.

Challenges in implementation: Ongoing discussions about the distinction of Tier 1 and 2 programs, services, and actions. Staff at Leadership meetings and school site meetings had differing philosophies and analyses on how to identify different programs and actions at each tier level. This provided a challenge to be consistent with MTSS districtwide.

Action 3: Each elementary site features a certified ELD/Intervention teacher providing continuous support and services to students and teachers, particularly for our substantial English learner population and newcomer students. Additionally, these teachers offer targeted interventions for students below grade level in reading.

Challenges in implementation: Variations in instructional interventions across sites. Focus for next year: Identifying common effective practices for students reading below grade level.

Action 4: This year, five teachers completed our two-year Induction/Beginning Teacher program. Candidates met weekly with an experienced mentor, who provided extensive support, to help create an Individual Learning Plan (ILP). They used the California Standards for the Teaching Profession (CSTP) with the expectation that candidates will progress towards mastery of the CSTP, practice and refine effective teaching practices through focused inquiry cycles, professional support, and the practice of reflection during their participation.

Actions 5, 6 & 7: Both class size reduction for K-3 and elimination of combination classes for grades 4-6 are in place. Class averages districtwide are 24:1. Paraprofessionals are provided in all Transitional Kindergarten (TK) and Kindergarten classes. Each site has a paraprofessional in their computer labs and multi-media libraries to support student success. Having kindergarten paraprofessionals, smaller class sizes and no combination classes would not be possible without supplemental funding, which allowed our elementary teachers to get to know our students' individual learning styles and needs, work more frequently, with each small group and have more strategic designated ELD time.

Action 8: The Literacy Lead Team participated in a monthly science of reading training and embarked on a comprehensive book study of *Shifting the Balance: 6 Ways to Bring the Science of Reading Into the Balanced Literacy Classroom* by Jan Burkins and Kari Yates. The Literacy Leads piloted and reflected on how to improve our reading instruction with the *Getting Reading Right* and the *Six Shift* components. They also researched and analyzed new reading passages for running records reading assessments. Our district reading assessment binder (*Peachy 2.0* or the *New Greeny*) has been updated within each section and new passages have been included. Each month, the Literacy Leads also presented one shift to the teachers during their Late Start Staff Meetings.

This year, the STEAM Lead Team dedicated efforts to integrating STEAM activities into classrooms, collaborating with principals to establish a designated STEAM Lab, and inaugurating the STEAMTopia schoolwide event, offering every student the opportunity to engage in 3-4 enriching activities. The History-Social Science Leads harnessed the potential of our newly adopted state-approved programs, *TCI History Alive*, aligning the units with our *Wonders ELA/ELD* curriculum for seamless integration. Moreover, our EdTech leads curated a workshop focused on AI, digital citizenship, and cyber safety, presented to staff, parents, and the board. Furthermore, each school benefited from the guidance of various lead teachers dedicated to cultivating a continuous cycle of improvement across schoolwide programs such as *Leader in Me*, *PBIS*, *STEAM*, arts grants, and other tailored initiatives.

Challenges in implementation: Scheduling and participation in after-school meetings and committees due to negotiations.

Action 9: Both students and staff remain committed to leveraging educational technology, with over 800 Chromebooks distributed across school sites.

Substantive Differences:

No substantive differences were noted in our implementation of Goal 1. While we achieved our goals, we identified areas for growth to enhance our efforts next year.

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

There were material differences between the budgeted expenditures and the estimated actual expenditures for Goal 1 for the following actions:
Actions 1 & 3: There was an increase due to salary and benefit increases. The 2022-23 raise of 9.3% and the 2023-24 raise of 5.5% hit the budget this year.

Action 2: Our collective bargaining agreement was to decrease the number of professional development days from six to four days this year. We also spent

less in PD due to a shortage of substitute teachers, so fewer teachers had the opportunity to attend workshops and conferences.

Action 4: We spent less for the Induction program since we had fewer new teacher hires than anticipated.

Action 5: There was an increase due to salary and benefit increases. The 2022-23 raise of 9.3% and the 2023-24 raise of 5.5% hit the budget this year.

Action 8: We spent less on instructional lead teachers at the school sites because we had fewer teachers to lead action teams, curriculum leads, and clubs for students.

Action 9: We spent less on this expenditure to purchase more Chromebooks for students. We purchased touchscreen Chromebooks for TK-K students because it is easier for them to use a touchscreen than type on the keyboard. We also utilized one-time COVID funds for some technology expenditures.

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

The effectiveness of our actions is demonstrated through qualitative and quantitative measures.

SBAC and CAST Results:

All Actions in Goal 1 are to support the growth and progress in SBAC and CAST scores, which we are still still feeling the repercussions of unfinished learning due to the COVID pandemic. From 2019 to 2023, our overall ELA score has dropped 4 points from 62% to 58% of students who meet or exceed proficiency. During the same time frame, our overall Math score has dropped 7 points from 58% to 51% of students who meet or exceed standards. The California Science Test (CAST) dropped 21 points from 51% to 30%. Math and science will continue to be a focus for improving achievement next year.

Action 1: RSD has 100% fully credentialed teachers, in contrast to the baseline year, indicating effectiveness. We are still working towards correcting the misassignments, based on specific middle school electives or special education.

Action 2: Professional Development:

Our district is dedicated to offering meaningful and relevant professional development opportunities. This year, in response to an agreement with our collective bargaining teachers' unit to reduce the number of PD Days from six to four, we carefully selected priority topics for these sessions while designating others for discussion in PLCs and staff meetings.

Our four PD Days focused on key areas essential to enhancing teaching practices. Firstly, we delved into Year 3 of our Engaging CA English Learners through the Arts (ECELA) grant, empowering teachers to incorporate dance and movement into ELD instruction. Secondly, we provided comprehensive PD for Year 1 implementation of the newly adopted K-8 TCI History Alive curriculum. Feedback from participants consistently reflected high levels of effectiveness, content value, and readiness to implement, averaging between 95% and 99%.

At the middle school level, PD Days concentrated on furthering the growth of Professional Learning Communities (PLCs) and expanding curriculum maps across all content areas. Additionally, we were fortunate to receive a grant that enabled us to bring WestEd on board to provide training on building positive relationships and fostering safe, supportive learning environments. Notably, WestEd facilitated a powerful student listening circle, where students openly shared their experiences, providing valuable insights for educators. These sessions garnered the highest feedback, with teachers rating effectiveness, content value, and readiness for implementation at an impressive 99%.

Action 3: ELD/Intervention Teachers: These teachers teach our newcomer students directly which is about 10% of total population. These has been effective in the social emotional wellness and academic support for these students new to the county, based on classroom teacher feedback and student reflections. In addition, these teachers work with small group and with classroom teachers with specific research based reading programs. This coming year, additional progress monitoring will be in place to identify reading growth for these specific student groups.

Action 4: Our Induction/Beginning Teacher program continues to show effectiveness based on the support provided to the teachers. The Candidates were required to successfully complete coursework, fieldwork, and a performance demonstration of their knowledge, skills, and abilities. Upon completion of the Induction Program and verification of all requirements, Candidates are recommended for their Professional Clear Teaching Credentials. Nine teachers participated this year, four "graduated" and five will continue to Year 2 of the induction program next year.

Actions 5 & 6: Class size reduction and elimination of combination classes have provided a learning environment that allows for differentiation, small-group instruction, and one-on-one attention for students. At our parent community meetings, parents provided feedback and expressed the importance of keeping small class sizes and the benefits for their children.

Action 7: Paraprofessionals are an important part of our curricular program. For TK/K, the additional staff provide targeted small group instruction to meet individualized student needs. Kinder students show the highest i-ready growth in reading (87%) and math (77%) at/aove grade level as compared to all other grades. In library and computer labs, students are provided instruction and access to technology and literature for students who do not have the equal access at home.

Action 8: Leads are leaders for implementing new programs and instruction at the school sites. They serve as site leads in the content areas and provide the district office teacher feedback. The leads are an effective model for implementation, as both the Science curriculum adoption from two years ago and the Social Science adoption from this past year have been rolled out school wide within one year time span.

Action 9: Technology: Access to technology has been a priority. Additional Chromebooks were purchased allowing students to use them at home and have updated software for learning and progress monitoring assessments. Each classroom was provided a Promethean Interactive Classroom Display Boards for better instructional capacity. We also purchased touchscreen Chromebooks for all TK-K students allowing them to better access technology without the challenges of keyboarding skills, which is a focus starting in first grade. Connectivity has been consistent and has not been a barrier to learning.

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

We revised Goal 1 to ensure clarity and focus on core services for students. This revision maintains the focus on core services while emphasizing the district's commitment to providing all students with the necessary resources and programs for success.

Here's the updated version of Goal 1: Exemplary Core Programs: ALL students receive a top-quality education through exemplary teaching, effective instructional materials/textbooks, and excellent facilities. With these core services, every student in RSD receives a high-caliber education, equipping them to master grade-level standards and prepare for success in high school, college, and their future careers.

To counteract the declining performance in math and science standardized assessments, we are committed to bolstering support for our educators. We will sustain our efforts in providing comprehensive math professional development sessions and collaboration to empower teachers with enhanced instructional strategies and resources. (Goal 2, Action 3)

Moreover, to better track and respond to science outcomes, we will introduce improved progress monitoring measures by implementing and rigorously analyzing the new science CAASPP interim assessments. These assessments will offer valuable insights into student proficiency levels and guide targeted interventions to address areas of weakness. (Goal 1, Action 4)

Furthermore, recognizing that our science curriculum is still relatively new, we understand the importance of ongoing teacher development. Therefore, we will continue to facilitate opportunities for teachers to deepen their understanding of lesson plans and learning activities, ensuring they are equipped to deliver engaging and effective instruction in science education. (Goal 2, Action 12)

ELD professional development has been a significant outcome of our district's involvement in the Engaging CA English Learners through the Arts (ECELA) grant. As we move forward, we are committed to maintaining a steadfast focus on integrated and designated English Language Development (ELD) through professional development, building upon the foundation laid by ECELA. These sessions will encompass a range of strategies and tools to strengthen integrated and designated ELD approaches. In the upcoming year, we will continue to prioritize ELD through ongoing professional development initiatives. (Goal 2, Action 5)

We will also introduce ELD shadowing tools and foster a culture of collaboration among educators. By promoting shared insights and best practices, we aim

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

Goal

| Goal # | Description |
|--------|---|
| 2 | Academic Success for All Students: Implement a robust system of supports with equitable opportunities for students needing additional support so that all students flourish and achieve at their highest level. |

Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023-2024 |
|---------------------------------|--|---|---|---|---|
| Local Reading Assessment Growth | Winter, 2021: K-6: Median percent progress toward typical annual growth on i-Ready Reading Diagnostic: 67% K-6: Percent of students who started 1 year below grade level who met stretch growth on i-Ready Reading Diagnostic: 21% K-6: Percent of students who started 2 years below grade level who met stretch growth on i-Ready Reading Diagnostic: 14% Grades 7-8: Star Reading Mid-Year Test: Median Student Growth Percentile: 58 | Winter, 2022: K-6: Median percent progress toward typical annual growth on i-Ready Reading Diagnostic: 100% K-6: Percent of students who started 1 year below grade level who met stretch growth on i-Ready Reading Diagnostic: 28% K-6: Percent of students who started 2 years below grade level who met stretch growth on i-Ready Reading Diagnostic: 17% Grades 7-8: Star Reading Mid-Year Test: 56 Median Student Growth Percentile: | Winter, 2023 (Diagnostic 3) K-6: Median percent progress toward typical annual growth on i-Ready Reading Diagnostic: 108% K-6: Percent of students who started 1 year below grade level who met stretch growth on i-Ready Reading Diagnostic: 32% K-6: Percent of students who started 2 years below grade level who met stretch growth on i-Ready Reading Diagnostic: 21% Grades 7-8: Star Reading Mid-Year Test: XX Median Student Growth Percentile: | Winter, 2024 (Diagnostic 3) K-6: Median percent progress toward typical annual growth on i-Ready Reading Diagnostic: 100% K-6: Percent of students who started 1 year below grade level who met stretch growth on i-Ready Reading Diagnostic: 25% K-6: Percent of students who started 2 years below grade level who met stretch growth on i-Ready Reading Diagnostic: 17% Star Reading Mid-Year Test Grade 7: 39.6% percentage mastery. Grade 8: 45.6 percentage mastery | Winter, 2024: K-6: Median percent progress toward typical annual growth on i-Ready Reading Diagnostic: 100% K-6: Percent of students who started 1 year below grade level who met stretch growth on i-Ready Reading Diagnostic: 50% K-6: Percent of students who started 2 years below grade level who met stretch growth on i-Ready Reading Diagnostic: 45% Grades 7-8: Star Reading Mid-Year Test: Median Student Growth Percentile: 65 |

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| <p>CAASPP ELA Results for All Students and Subgroups</p> | <p>Spring, 2019 ELA Distance from Standard (& Dashboard Color) All Students: 32.9 points above standard (green) Hispanic/Latino: 11 points below standard (yellow) Socioeconomically Disadvantaged: 24.3 points above standard (green) English Learners: 14.7 points above standard (green) Students with Disabilities: 72.1 points below standard (orange) Homeless: 14 points above standard (blue)</p> | <p>Spring, 2021 ELA Distance from Standard (& Dashboard Color) not available Local results: March, 2022 i-Ready Reading Scores: All K-6 Students: 61% early on or on grade level K-6 Hispanic/Latino Students: 42% early on or on grade level K-6 Socioeconomically Disadvantaged: 55% early on or on grade level K-6 English Learners: 46% early on or on grade level K-6 Students with Disabilities: 31% early on or on grade level K-6 Homeless Students: TBD</p> <p>Local results: December, 2021 Star Reading Scores: (Will update to spring scores after 6/3) All Grades 7-8 Students: 51% at/above benchmark Grades 7-8 Hispanic/Latino Students: 25% at/above benchmark Grades 7-8 Socioeconomically Disadvantaged: 53% at/above benchmark Grades 7-8 English Learners: 9% at/above benchmark Grades 7-8 Students with Disabilities: 11% at/above benchmark Grades 7-8 Homeless Students: TBD</p> | <p>Spring 2022: ELA Distance from Standard All Students: 19.2 point above standard (High) Students with Disabilities: 84.1 points below standard (Very low) Hispanic: 34.3 points below standard (Low) English Learners: 3.2 points below standard (Medium) Socioeconomically disadvantaged: 6.5 points below standard (Medium) Asian: 55.6 points above standard (Very high)</p> | <p>Spring 2023: ELA Distance from Standard All Students: 16 points above standard (Green) Students with Disabilities: 86.8 points below standard (Red) Hispanic: 29.7 points below standard (Yellow) English Learners: 8.5 points below standard (Orange) Socioeconomically disadvantaged: 3.2 points below standard (Yellow) Asian: 50.4 points above standard (Green)</p> | <p>Spring, 2024 ELA Distance from Standard (& Dashboard Color) All Students: 35 points above standard (green) Hispanic/Latino: 1 point above standard (green) Socioeconomically Disadvantaged: 30 points above standard (green) English Learners: 24 points above standard (green) Students with Disabilities: 10 points below standard (yellow) Homeless: 20 points above standard (blue)</p> |
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| <p>CAASPP Math Results for All Students and Subgroups</p> | <p>Spring, 2019 Math Distance from Standard (& Dashboard Color) All Students: 19 points above standard (green) Hispanic/Latino: 40.4 points below standard (yellow) Socioeconomically Disadvantaged: 10 points above standard (green) English Learners: 6.4 points above standard (green) Students with Disabilities: 89.1 points below standard (yellow) Homeless: 1.2 points above standard (green)</p> | <p>Spring, 2022 Math Distance from Standard (& Dashboard Color) not available Local results: March, 2022 i-Ready Math Scores: All K-6 Students: 54% early on or on grade level K-6 Hispanic/Latino Students: 32% early on or on grade level K-6 Socioeconomically Disadvantaged: 49% early on or on grade level K-6 English Learners: 41% early on or on grade level K-6 Students with Disabilities: 27% early on or on grade level K-6 Homeless Students: TBD</p> <p>Local results: December, 2021 Star Math Scores: (Will update to spring scores after 6/3) All Grades 7-8 Students: 69% at/above benchmark Grades 7-8 Hispanic/Latino Students: 43.5% at/above benchmark Grades 7-8 Socioeconomically Disadvantaged: 67% at/above benchmark Grades 7-8 English Learners: 47.5% at/above benchmark Grades 7-8 Students with Disabilities: 29.5%</p> | <p>Spring 2022: Math Distance from Standard All Students: 1.6 points below standard (medium) Students with Disabilities: 112.9 points below standard (Very low) Hispanic: 71.8 points below standard (Low) English Learners: 19.7 points below standard (Medium) Socioeconomically disadvantaged: 15 points below standard (Medium) Asian: 47 points above standard (Very high)</p> | <p>Spring 2023: Math Distance from Standard All Students: 1.4 points below standard (Yellow) Students with Disabilities: 99.4 points below standard (Orange) Hispanic: 65.5 points below standard (Yellow) English Learners: 20.5 points below standard (Yellow) Socioeconomically disadvantaged: 13.3 points below standard (Yellow) Asian: 46.1 points above standard (Blue)</p> | <p>Spring, 2024 Math Distance from Standard (& Dashboard Color) All Students: 25 points above standard (green) Hispanic/Latino: 10 points below standard (yellow) Socioeconomically Disadvantaged: 15 points above standard (green) English Learners: 10 points above standard (green) Students with Disabilities: 40 points below standard (yellow) Homeless: 5 points above standard (green)</p> |
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| | | at/above benchmark Grades 7-8 Homeless Students: TBD | | | |
| Local Math Assessment Growth | Winter, 2021: K-6: Median percent progress toward typical annual growth on i-Ready Math Diagnostic: 59% K-6: Percent of students who started 1 year below grade level who met stretch growth on i-Ready Math Diagnostic: 47% K-6: Percent of students who started 2 years below grade level who met stretch growth on i-Ready Math Diagnostic: 62% Grades 7-8: Star Math Mid-Year Test: Median Student Growth Percentile: 64 | Winter, 2022: K-6: Median percent progress toward typical annual growth on i-Ready Math Diagnostic: 93% K-6: Percent of students who started 1 year below grade level who met stretch growth on i-Ready Math Diagnostic: 23% K-6: Percent of students who started 2 years below grade level who met stretch growth on i-Ready Math Diagnostic: 17% Grades 7-8: Star Math Mid-Year Test: Median Student Growth Percentile: 57 | Winter, 2023: (Diagnostic 3) K-6: Median percent progress toward typical annual growth on i-Ready Math Diagnostic: 86%. K-6: Percent of students who started 1 year below grade level who met stretch growth on i-Ready Math Diagnostic: 19% K-6: Percent of students who started 2 years below grade level who met stretch growth on i-Ready Math Diagnostic: 15% Grades 7-8: Star Math Mid-Year Test: Median Student Growth Percentile: XXX | Winter, 2024: (Diagnostic 3) K-6: Median percent progress toward typical annual growth on i-Ready Math Diagnostic: 86%. K-6: Percent of students who started 1 year below grade level who met stretch growth on i-Ready Math Diagnostic: 19% K-6: Percent of students who started 2 years below grade level who met stretch growth on i-Ready Math Diagnostic: 17% Star Math Mid-Year Test Grade 7: 57.1% mastery Grade 8L: 72.8% mastery | Winter, 2024: K-6: Median percent progress toward typical annual growth on i-Ready Math Diagnostic: 81% K-6: Percent of students who started 1 year below grade level who met stretch growth on i-Ready Math Diagnostic: 60% K-6: Percent of students who started 2 years below grade level who met stretch growth on i-Ready Math Diagnostic: 75% Grades 7-8: Star Math Mid-Year Test: Median Student Growth Percentile: 64 |
| California Science Test (CAST) Met or Exceeded Standard | Spring, 2019 Grade 5: 51% met or exceeded standard Grade 8: 51.6% met or exceeded standard | Spring, 2022 CAST Scores not yet available | CAST Spring 2022 All Students: 42.89% students met or exceeded standards Grade 5 students: 40.32% met or exceeded standards Grade 8 students: 44.52% met or exceeded standards | CAST Spring 2023 All Students: 40.11% students met or exceeded standards Grade 5 students: 42.52% met or exceeded standards Grade 8 students: 37.87% met or exceeded standards | Spring, 2024 Grade 5: 60% met or exceeded standard Grade 8: 60% met or exceeded standard |
| English Learner Progress Indicator (ELPI) | Spring, 2020: 56.4 % of English Learner students made progress toward English proficiency on the ELPAC ELPI Level: High | Spring, 2021: Dashboard data not available; internal calculations used 52 % of English Learner students made progress toward English proficiency on the ELPAC Internal calculation of ELPI Level: Medium | Spring 2022 66.1% of English Learners made progress towards English proficiency on the ELPAC. ELPI Level: Very High | Spring 2023 (CA Dashboard) 49.7% of English Learners made progress towards English proficiency on the ELPAC. ELPI Level: Orange | Spring, 2024: 65 % of English Learner students will progress toward English proficiency on the ELPAC ELPI Level: Very High |

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| English Learner Reclassification Rate | 2020-21 School Year (DataQuest in May) 17% of ELs Redesignated as Fluent English Proficient (RFEP) | 2021-22 School Year (Locally calculated; not yet available in Data Quest) 15% of ELs Redesignated as Fluent English Proficient (RFEP) | 2021-22 School Year (Locally calculated; not yet available in Data Quest) 18.37% of ELs Redesignated as Fluent English Proficient (RFEP) | 2023-24 School Year (Locally calculated; not yet available in Data Quest) 111 ELs reclassified to RFEP 13.4% of ELs Redesignated as Fluent English Proficient (RFEP) | 2023-24 School Year (DataQuest in May) 25% of ELs Redesignated as Fluent English Proficient (RFEP) |
| Accelerated Growth in Star Reading and Math Scores for AVID Students | Winter, 2021: Median Growth from August to December for AVID Students Median Student Growth Percentile on Star Reading: 65 Median Student Growth Percentile on Star Math: 56 | Winter, 2021: Median Growth from August to December for AVID Students Median Student Growth Percentile on Star Reading: 51 Median Student Growth Percentile on Star Math: 74 | Winter, 2022: Median Growth from August to December for AVID Students Median Student Growth Percentile on Star Reading: 73 Median Student Growth Percentile on Star Math: 77 As compared to all students overall results: Grades 7-8: Star Reading Mid-Year Test: Median Student Growth Percentile: 62 Grades 7-8: Star Math Mid-Year Test: Median Student Growth Percentile: 72 | Winter, 2023: Q2 Growth from August to December for AVID Students 2023-24 School Year Q2 Student Growth Percentile (SGP) 2023 (Data from eduCLIMBER) AVID Students: Q2 Grade 7 Reading: 44.4% Q2 Grade 7 Math: 56.5% Q2 Grade 8 Reading: 45.8 % Q2 Grade 8 Math: 70.8% As compared to all students: Q2 Grade 7 Reading: 39.1% Q2 Grade 7 Math: 56.9% Q2 Grade 8 Reading: 48.9 % Q2 Grade 8 Math: 72.8% (Median Growth Percentile report not available.) | Winter, 2024: Median Growth from August to December for AVID Students Median Student Growth Percentile on Star Reading: 65 Median Student Growth Percentile on Star Math: 65 |

Goal Analysis

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

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

Overall, our implementation of Goal 2 demonstrates a strong commitment to student success and continual improvement. Our actions and services are vital steps towards achieving overall gains and enhancements for all students, particularly those in underperforming groups. While there were no substantive deviations in our implementation of Goal 2, we recognize the need to further narrow achievement gaps across all subgroups.

Actions 1 & 2: Our utilization of assessments and data analysis is seamlessly integrated into our ongoing Professional Learning Communities (PLCs). By leveraging tools such as i-Ready and Star Renaissance, we empower teachers to pinpoint students requiring additional support, track growth trajectories, and identify trends across subgroups. At the middle school level, participation rates in reading and math assessments stand at an impressive 100%, while at elementary schools, i-Ready assessments are consistently utilized to inform targeted instruction.

Action 3: The deployment of paraprofessionals to provide targeted small-group instruction for grades 1-3 has been successful at three elementary schools. Despite challenges in staffing, efforts to support student interventions within the school day have been largely effective.

Action 4: The AVID program is implemented at the middle school for grades 7 and 8. We currently have one section in grade 7 and one in grade 8. The AVID program aims to support first generation college-going students, who may also come from low income families, to prepare for a path to college by providing study skills, college campus tours, and opportunities for higher level thinking and collaboration.

Action 5: Intervention and Enrichment Programs have been in full implementation. Each school site provided after school classes in English Language Arts and math. This year, we provided enrichment opportunities within and outside of school hours for all grade levels. We partnered with several outside agencies to provide a comprehensive program in the arts for every student in every grade level, including music theory, songwriting, theater arts, improvisation, puppetry, mime, and visual arts. Every TK-6 program received an artist residency program. On Saturdays and Sundays, we provided educational learning experiences for students and families. Trips to the Discovery cube, Tanaka Farms, Occidental college and UCLA were all well attended with very positive feedback from parents, students and teacher chaperones.

Action 6: Our district has purchased and implemented intervention and instructional software to best meet student needs. Purchased include i-Ready and Accelerated Reader/STAR to support additional lessons in reading and math. Imagine Learning and Literacy help our newcomer multilingual students with speaking and reading skills. FastForward, IXL and Freckle Math support and boost students who are behind academically.

Action 7: One elementary school had two Science Olympiad teams that trained all year long and then entered a regional competition. The two teams received medals at the competition, one gold and one silver. Each school also has various STEAM lessons and activities to engage students in project based learning opportunities.

Action 8: Professional Development for ELD teachers has continued this year. ELD Lead teachers were provided training to analyze ELD standards and observe instructional rounds in a neighboring district. Middle school ELD teachers received ELD training and collaboration utilizing the principle behind the CA EL Roadmap. Focus included a deeper understanding of the EL typologies, including newcomers and LTELs. Professional development included i-Ready data analysis to improve reading and math instruction for all students including English learners and low income students. Each ELD teacher was provided with a complete supplemental set of ELD materials designed for the newcomer students and support programs.

Overall Implementation: We made strides towards implementing the actions in this goal to create a robust system of support so that all students, especially our historically underperforming subgroups, flourished and achieved their highest level. We have room to grow in closing achievement gaps for all subgroups.

SUCSESSES:

Assessment: We successfully implemented a diagnostic and formative assessment system to support English learners and low-income students, providing actionable data for instruction. Leveraging tools such as i-Ready and Star Renaissance, we identified students in need of additional support, those showing strong growth despite initial struggles, and those experiencing stagnant progress. The ability to filter data by subgroup facilitated targeted interventions, while platforms like EduClimber enabled school leaders to track student progress and initiate data-driven conversations with teachers and support teams. Introduction of SBAC interim assessment blocks districtwide provided valuable insights into student progress toward standards, aiding in instructional planning.

Intervention within and beyond the school day: Through targeted assistance groups (TAGs) at elementary schools, supported by temporary paraprofessionals hired with Covid-relief funds, we effectively provided additional support to academically challenged students. Collaboration between teachers and paraprofessionals enhanced instructional support, with plans for further refinement through coaching and professional development. ELD/intervention teachers continued to deliver intensive supplemental instruction, with a heightened focus on phonics resulting in increased student movement in and out of intervention groups. Middle school AVID classes and expanded designated ELD offerings supported first-generation college-going students, while after-school

tutoring sessions provided additional academic support.

Enrichment Classes: Our commitment to providing enriching experiences led to partnerships with external organizations to offer a diverse array of after-school classes, covering areas such as dance, music, art, and engineering. Additionally, staff-led enrichment classes and middle school clubs provided students with a broad range of extracurricular activities. Introduction of enrichment classes during Spring Break and weekend field trips further enriched students' experiences.

Educational Software: Investment in supplemental intervention instructional software, including iReady, Accelerated Reader/Star, Imagine Learning Language and Literacy, FastForward, Freckle Math, and IXL, provided personalized and adaptive instruction tailored to students' needs. Visual, audio, and translation services within these programs supported English learners in their language development journey.

These successes underscore our commitment to providing comprehensive support and enrichment opportunities to all students, ensuring their academic growth and success.

CHALLENGES:

Assessment: While we dedicated time within our professional development cycles to assess data and offer guidance on its analysis, integrating this data into regular planning practices for differentiated instruction remains a challenge for some teachers. Consequently, we did not achieve the desired acceleration of student learning, particularly in math.

Intervention within and beyond the school day: Interventions Tier 2 programs within the school day are being examined for effectiveness and fidelity in implementation. There will be a focus on the implementing reading interventions targeting the science of reading foundational strategies. Challenges with the interventions beyond the school day included recruiting teachers for afterschool classes and consistent student attendance.

Enrichment Classes: Though the district did engage with organizational enrichment classes, all schools also had plans for after school enrichment classes taught by their own teachers. Due to teachers feeling stressed, several schools had very few teachers sign up for this opportunity, so those students had fewer after school enrichment opportunities.

SUBSTANTIVE DIFFERENCES IN IMPLEMENTATION:

There was no substantive difference in our implementation of Goal 2. We were able to successfully implement our goals and actions. There were no changes to our goal and actions; however, there are areas of growth we want to improve for next year within these same actions.

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

There were material differences between the budgeted expenditures and the estimated actual expenditures for Goal 2 for the following actions:

Actions 1 & 2: There was an increase in this expenditure since we utilized one-time COVID funds to purchase assessment software and data management system, EduClimber.

Action 3: There was a decrease in this expenditure due to a lack of qualified staff available to hire as paraprofessionals, targeted assistance group (TAG) aides for every K-3 class districtwide.

Action 4: There was an increase due to an increase in teacher salary and benefits.

Action 5: There was a decrease since there were fewer teachers interested in teaching after school. We also utilized ELOP funds to supplement after school enrichment programs.

Action 6, 7, 8: There was a decrease in the actual LCFF expenditure since we utilized one-time COVID funds.

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

Goal 2, ensuring academic success for all students, is at the heart of our focus this school year.

Action 1 and 2: Assessment: We have successfully leveraged a diagnostic and formative assessment system to support English learners and low-income students, providing actionable data for instruction. Through platforms like i-Ready and Star Renaissance, we have identified students in need of additional support, those showing notable growth despite initial challenges, and those experiencing stagnant progress. Notably, our students have shown remarkable improvement, with 66% reaching or exceeding grade level in reading and 64% in math. However, to close achievement gaps, students performing below grade level must meet stretch goals, which require higher-than-typical growth rates. This year in reading, students performing one grade level below, two grade levels below or three grade levels below met the stretch goals at 41%, 24% and 21% respectively. In Math, students performing one grade level below, two grade levels below or three grade levels below met the stretch goals at 31%, 24% and 27% respectively. The percentage of students meeting their stretch goals have increased from previous year but still highlights areas for further improvement.

Action 5: Enrichment programs: Integrating enrichment programs into the school day has effectively engaged and excited our students by supporting their academics with learning visual and performing arts. Feedback indicates high levels of student enjoyment and skill development, with 100% of teachers indicating a 4 or 5 on the survey 1-5 Likert scale on the positive impact on student learning. Students indicated they loved learning the topic of the enrichment program, focused on songwriting, theater arts, and musical theory. Most of our students (86%) indicated they had never or only minimally experienced a class with this focus on the arts.

Outside the school day, our enrichment programs have been equally successful, evident from increased interest and participation among families. There have been 25 enrichment learning experiences. 19 of the trips have been with the parents as well. These experiences have fostered parent-child bonding and community connections. After each enrichment trip, parents are asked, "Has your child ever had this type of experience before?" Responses are measured on a 1-4 Likert scale, with 4 indicating whether they have ever had this experience before. Our average result is 3.15, showing that parents and their children are being exposed to new experiences and learning opportunities. This exposure ignites new passions and interests, further fueling their curiosity. The parents also indicated 3.8 on a 1-4 point survey scale of - How engaged was your child during the enrichment trip?

Action 3: Targeted Assistance Groups (TAG): Our TAG aides have provided invaluable small-group reading instruction for grades 1-3, enabling classroom teachers to better address students' individual needs. As a result, we have observed higher rates of students meeting their stretch goals, signifying the effectiveness of targeted interventions.

Action 8: Designated and integrated ELD: With nearly 40% of our students classified as English learners, designated and integrated English Language Development (ELD) remains a top priority. This year, with 49.7% of EL students made progress towards English proficiency, earning a 'orange' status districtwide, according to the 2023 CA Dashboard data, which is a decline of 16.4% from 2022 data.

Action 4: Middle school ELD teachers will continue to receive professional development focused on designated and integrated ELD principles. Furthermore, our AVID program has demonstrated gains in reading and math, with AVID students outperforming their peers in median growth percentiles.

These successes underscore our unwavering commitment to ensuring academic success for all students, with targeted interventions, robust enrichment opportunities, and ongoing professional development initiatives at the forefront of our efforts.

Action 6 and 7: EdTech Software Programs and subscriptions are purchased districtwide to support reading and math growth. Students received additional

support in programs for reading and math practice and skill building. This year, there was not a significant gain or loss districtwide in reading and math results to verify effectiveness. For English learners, a software platform used for language acquisition showed a 90% pass rate for the enrolled EL students, which showed program effectiveness with room for growth. Supplemental STEAM materials purchased increased motivation and supported the first STEAMtopia event districtwide, in which over 200 parents participated.

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

Building on the successes of our enrichment program both within and outside the school day, we are excited to announce plans for its expansion in the upcoming school year. Starting in the fall, we aim to offer multiple opportunities for all grade levels, with a particular focus on providing exposure to the arts during regular school hours and organizing learning trips on weekends and during intersessions. These initiatives will continue to prioritize the inclusion of our migrant education, English learner, GATE, and low-income student populations. (Goal 2, Action 10)

In response to valuable input from parents and feedback from our current enrichment program, we will further enhance opportunities for GATE students and those performing above grade level. Teachers will receive support and training to deliver differentiated instruction that meets the diverse needs of all learners in the classroom. Our goal this year was to utilize an assessment to identify students with multiple intelligences, however, it did not result in identifying more students who could be identified as GATE. So, next year, we plan to have more discussions with teachers and parents about increasing opportunities for enrichment. (Goal 2, Action 10)

Our Tier 2 interventions will be enhanced and redesigned to align with the science of reading, utilizing multiple measures data through the eduCLIMBER platform. We will provide professional development, support materials, and training for intervention teachers to ensure effective and consistent Tier 2 reading support at each elementary school. (Goal 2, Action 11)

Our teacher survey has highlighted a need for training in early foundations of reading, and writing strategies, which will be integrated into content areas and ELD instruction. Additionally, there is a growing emphasis on social-emotional learning, reflecting the importance of supporting students' holistic development. (Goal 2, Action 3)

Professional development in English Language Development will remain a key focus, as shown by the ELPI "Orange" result and the 16 point decline in English proficiency growth.

An ELL Shadowing protocol was piloted in the spring and our expanded implementation for next year will support the district's ongoing analysis in improving English language development instruction. We are committed to deepening our understanding of ELD standards and their alignment with ELA standards, with dedicated professional development, collaboration time and support to ensure the continued and improved implementation of designated and integrated ELD at elementary and middle schools. (Goal 2, Actions 4 & 5)

Furthermore, our new middle school assistant principal will undergo a three-day training this summer to enhance our AVID program and strengthen support for our AVID students through the implementation of effective inquiry strategies. (Goal 2, Action 2)

These initiatives underscore our ongoing commitment to providing enriching experiences and comprehensive support to all students, ensuring their academic success and holistic development.

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

Goal

| Goal # | Description |
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| 3 | Empowered Leadership: Develop life-ready leaders by supporting students socially and emotionally, teaching leadership, creating a culture of student empowerment, and aligning systems. |

Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023-2024 |
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| Attendance Rate | 2019-2020 Attendance Rate (CALPADS): 97% | 2020-21 Attendance Rate (CALPADS): 96% | 2021-22 Attendance Rate (CALPADS): 93.49%. | 2022-23 Attendance Rate (CALPADS): 95.54% | 2023-2024 P1 Attendance Rate (CALPADS): 98% |
| Chronic Absenteeism Rate | 2018-19 Chronic Absenteeism Rates (DataQuest): All students: 4.1% Hispanic Students: 8.2% White Students: 15.1% | 2020-2021 Chronic Absenteeism Rates (DataQuest): All students: 1.9% Hispanic Students: 3.9% White Students: 0% | 2021-2022 Chronic Absenteeism Rates (DataQuest): All students: 11.1% Hispanic Students: 21.1% Asian Students: 4% Socioeconomically Disadvantaged: 13.4% Students with Disabilities: 26.2% White Students: 20% | 2022-23 Chronic Absenteeism Rates (DataQuest): All students: 9.1% (DataQuest) Hispanic Students: 17.4% Asian Students: 2.8% Socioeconomically Disadvantaged: 10.4% Students with Disabilities: 14.8% White Students: 15.3% | 2022-23 Chronic Absenteeism Rates (DataQuest): All students: 2% Hispanic Students: 3% White Students: 5% |
| Middle School Dropout Rate | 2019-20 CALPADS: 0 students dropped out (or left school and did not reenroll in another California public school) | 2020-21 CALPADS: 0 students dropped out (or left school and did not reenroll in another California public school) | 2021-22 CALPADS: 1 student dropped out (or left school and did not reenroll in another California public school) | 2022-23 CALPADS: 3 students dropped out (or left school and did not reenroll in another California public school) | 2023-2024: Zero students will drop out. Fewer than two students will leave school and not reenroll in another California public school. |
| Suspension Rates | 2019-20 Suspension Rate (DataQuest): | 2020-21 Suspension Rate (DataQuest): | 2021-22 Suspension Rate (DataQuest): | 2022-23 Suspension Rate (DataQuest): | 2022-23 Suspension Rate (DataQuest): |

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| | Overall: 0.5% Hispanic/Latino students: 14.3% Socioeconomically disadvantaged students: 9.1% | Overall: 0% Hispanic/Latino students: 0% Socioeconomically disadvantaged students: 0% | Overall: 1.1% Hispanic/Latino students: 2.2% Socioeconomically disadvantaged students: 1.1% | Overall: 1.8% Hispanic/Latino students: 3.4% Socioeconomically disadvantaged students: 1.8% | Overall: 0.5% Hispanic/Latino students: 3% Socioeconomically disadvantaged students: 3% |
| Expulsion Rate | 2020-21 CALPADS Data 0 students expelled | 2021-22 CALPADS Data 2 students expelled | 2022-23 7 students expelled. 2022-23 CALPADS data not certified until July 2023 | 0 students expelled (DataQuest 2022-23) | 2023-24 CALPADS Data 0 students expelled |
| School Connectedness: California School Climate, Health, and Learning Surveys Data | Spring, 2021 CaISCHLS Data: Positive response to items about caring relationships at school. Students: Agree that an adult cares about me, listens to me, and notices me. -Students Elementary: 77% -Students Middle: 60% Parents: Strongly agree that "this school has adults who really care about students." -Parents: Elementary: 51% -Parents: Middle: 21% Teachers: Strongly agree that "adults really care about every student; adults acknowledge and pay attention to students; and adults listen to what students have to say." -Teachers: Elementary: 65% -Teachers: Middle: 47% | Spring, 2022 CaISCHLS Data: Positive response to items about caring relationships at school. Students: Agree that an adult cares about me, listens to me, and notices me. -Students Elementary: 69% -Students Middle: 57% Parents: Strongly agree that "this school has adults who really care about students." -Parents: Elementary: 55% -Parents: Middle: 33% Teachers: Strongly agree that "adults really care about every student; adults acknowledge and pay attention to students; and adults listen to what students have to say." -Teachers: Elementary: 58% -Teachers: Middle: 37% | Spring 2023 CaISCHLS Data: Positive response to items about caring relationships at school. Students: Agree that an adult cares about me, listens to me, and notices me. -Students Elementary: 65% -Students Middle: 55% Parents: Strongly agree that "this school has adults who really care about students." -Parents: Elementary: 52% -Parents: Middle: 36% Teachers: Strongly agree that "adults really care about every student; adults acknowledge and pay attention to students; and adults listen to what students have to say." -Teachers: Elementary: 58% -Teachers: Middle: 36% | Spring, 2024 CaISCHLS Data: Positive response to the questions with statements about caring relationships at school (an adult cares about me, listens to me, and notices me). -Students Elementary Grade 5 students: 61% Grade 6 students: 67% -Students Middle Grade 7 students: 58% Grade 8 students: 65% Middle School Parents: 74% Parents Agree or Strongly Agree that 'This school has adults who really care about students.' Teachers responding Strongly Agree that 'Adults really care about every student' -Teachers: 66% Elementary: -Teachers: 36% Middle: | Spring, 2024 CaISCHLS Data: Positive response to the questions with statements about caring relationships at school (an adult cares about me, listens to me, and notices me). -Students Elementary: 85% -Students Middle: 65% -Parents: Elementary: 55% -Parents: Middle: 35% -Teachers: Elementary: 70% -Teachers: Middle: 55% |
| Meaningful Participation at School: California School Climate, Health, and Learning Surveys Data | Spring, 2021 CaISCHLS Data: Positive response to the questions with statements about meaningful participation (Students: At school, I do | Spring, 2022 CaISCHLS Data: Positive response to the questions with statements about meaningful participation (Students: At school, I do | Spring, 2023 CaISCHLS Data: Positive response to the questions with statements about meaningful participation (Students: At school, I do | Spring, 2024 CaISCHLS Data: Positive response to the questions with statements about meaningful participation (Students: At school, I do meaningful | Spring, 2024 CaISCHLS Data: Positive response to the questions with statements about meaningful participation (Students: At school, I do meaningful |

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| | <p>meaningful things, help decide activities, have a say; Parents: This school gives all students opportunities to “make a difference.”)</p> <p>-Students Elementary: 80%</p> <p>-Students Middle: 42%</p> <p>-Parents: Elementary: 52%</p> <p>-Parents: Middle: n/a: Too few respondents</p> | <p>meaningful things, help decide activities, have a say; Parents: This school gives all students opportunities to “make a difference.”)</p> <p>-Students Elementary: 42%</p> <p>-Students Middle: 27%</p> <p>-Parents: Elementary: 58%</p> <p>-Parents: Middle: 40%</p> | <p>meaningful things, help decide activities, have a say; Parents: This school gives all students opportunities to “make a difference.”)</p> <p>-Students Elementary: 39.5%</p> <p>-Students Middle: 23.5%</p> <p>-Parents: Elementary: 55%</p> <p>-Parents: Middle: 31%</p> | <p>things, help decide activities, have a say; Parents: This school gives all students opportunities to “make a difference.”)</p> <p>-Students Elementary: 34%</p> <p>-Students Middle: 28%</p> <p>-Parents: Elementary: 55%</p> <p>-Parents: Middle: 43%</p> | <p>things, help decide activities, have a say; Parents: This school gives all students opportunities to “make a difference.”)</p> <p>-Students Elementary: 85%</p> <p>-Students Middle: 80%</p> <p>-Parents: Elementary: 65%</p> <p>-Parents: Middle: 50: Too few respondents</p> |
| <p>School Safety: California School Climate, Health, and Learning Surveys Data</p> | <p>Spring, 2022 CalSCHLS Data: Positive response to the questions with statements about safety at school (Students: At school, I feel safe at school (elementary), School is perceived as safe or very safe (middle); Parents: School is a safe place for my child; Staff: School is a safe place for staff)</p> <p>-Students Elementary: 77%</p> <p>-Students Middle: 56%</p> <p>-Parents: Elementary: 61%</p> <p>-Parents: Middle: 41%</p> <p>-Staff: Elementary: 58%</p> <p>-Staff: Middle: 22%</p> | <p>Spring, 2023 CalSCHLS Data: Positive response to the questions with statements about safety at school.</p> <p>Students: At school, I feel safe at school (elementary); School is perceived as safe or very safe (middle):</p> <p>-Students Elementary: 76%</p> <p>-Students Middle: 48%</p> <p>Parents: School is a safe place for my child:</p> <p>-Parents: Elementary: 54%</p> <p>-Parents: Middle: 37%</p> <p>School is a safe place for staff:</p> <p>-Staff: Elementary: 46%</p> <p>-Staff: Middle: 21%</p> | | <p>Spring, 2024 CalSCHLS Data: Positive response to the questions with statements about safety at school.</p> <p>Students: At school, I feel safe at school (elementary); School is perceived as safe or very safe (middle):</p> <p>-Students Elementary: 70%</p> <p>-Students Middle: 58%</p> <p>Parents: School is a safe place for my child:</p> <p>-Parents: Elementary: 54%</p> <p>-Parents: Middle: 43%</p> <p>School is a safe place for staff:</p> <p>-Staff: Elementary: 53%</p> <p>-Staff: Middle: 36%</p> | <p>Spring, 2025 CalSCHLS Data: Positive response to the questions with statements about safety at school.</p> <p>Students: At school, I feel safe at school (elementary); School is perceived as safe or very safe (middle):</p> <p>-Students Elementary: 85%</p> <p>-Students Middle: 60%</p> <p>Parents: School is a safe place for my child:</p> <p>-Parents: Elementary: 65%</p> <p>-Parents: Middle: 45%</p> <p>School is a safe place for staff:</p> <p>-Staff: Elementary: 60%</p> <p>-Staff: Middle: 40%</p> |
| <p>Leader in Me Measurable Results Assessment (MRA) and Lighthouse School Status</p> | <p>2021: 80% of Rosemead Schools hold Leader in Me Lighthouse Status; one school also holds Legacy Status</p> <p>2020 LIM MRA Average Scores</p> | <p>2022: 80% of Rosemead Schools hold Leader in Me Lighthouse Status; one school also holds Legacy Status</p> <p>2022 LIM MRA Average Scores</p> | <p>2023: 80% of Rosemead Schools hold Leader in Me Lighthouse Status; 3 schools are Lighthouse Schools.</p> <p>1 School holds Legacy Status</p> | <p>2024: 100% of Rosemead Schools hold Leader in Me Lighthouse Status; 4 schools are Lighthouse Schools.</p> <p>1 School holds Legacy Status</p> <p>2024 LIM MRA Average</p> | <p>2024: 100% of Rosemead Schools hold Leader in Me Lighthouse Status</p> <p>Spring, 2023 LIM MRA Average Scores</p> <p>-Leadership: At least moderately effective (70 or</p> |

| | | | | | |
|--|--|---|---|---|---|
| | -Leadership: Baseline to be determined in spring of 2022 -Culture: Baseline to be determined in spring of 2022 -Academics: Baseline to be determined in spring of 2022 | -Leadership: 73 -Culture: 76 -Academics: 71 | 2023 LIM MRA Average Scores -Leadership: 75 -Culture: 77 -Academics: 75 | Scores -Leadership: 76 -Culture: 77 -Academics: 73 | higher) -Culture: Effective (80 or higher) -Academics: At least moderately effective (70 or higher) |
| Positive Behavioral Interventions and Supports Implementation (PBIS Recognition Level) | 2020-2021 School Year: 3/5 of Rosemead schools have attained Silver level or higher | 2021-2022 School Year: 4/5 of Rosemead schools have attained Gold level 1 school has attained Silver level | 2022-23 2 schools have attained Platinum Level 3 schools have attained Gold Level | 2023-24 2 schools have attained Platinum Level 3 schools have attained Gold Level | 2023-2024 School Year: 5/5 of Rosemead schools will have attained Silver level or higher |

Goal Analysis

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

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

Overall, the implementation of Goal 3 has been robust and steadfast, with a strong emphasis on prioritizing the emotional and social well-being of our students. We were able to successfully implement our goals and actions.

Actions 1 and 2: Our commitment to Positive Behavioral Interventions and Supports (PBIS) has remained unwavering, with all five schools actively engaging in ongoing professional development in collaboration with LACOE. This year, our focus has been on reinforcing the foundational principles of PBIS implementation school-wide, ensuring a deep understanding of its purpose among staff, students, and the broader school community. As a testament to our efforts, all five schools have met PBIS award requirements, with two achieving platinum status. Similarly, our Leader in Me (LIM) schools have continued to integrate the principles of the 7 Habits into their daily curriculum, fostering a culture of leadership and accountability among students. Notably, Janson Elementary was recognized as a Leader in Me Legacy School, the second school ever to earn this distinction in the world. These are a testament to the effectiveness of our implementation efforts.

Challenges in implementation: While our commitment to PBIS and LIM remains steadfast, challenges persist, particularly in maintaining momentum and fidelity amidst staffing changes. We recognize the need for ongoing professional development and support, especially for new staff, to ensure consistent implementation across all schools.

Action 3: The presence of dedicated school psychologists at each site has significantly enhanced our ability to address the diverse needs of our students. From conducting social skills groups to providing grief counseling, our psychologists have played a pivotal role in supporting both general and special education programs. At the middle school, initiatives such as the "Zen Zone" have provided students with a safe and nurturing environment during lunchtime. This year, we also started Calming Corners in the elementary schools.

Challenges in implementation: Despite the valuable services offered by our school psychologists, challenges persist in overcoming pre-existing belief systems among families regarding counseling services. Efforts are underway to educate and engage parents about the benefits of counseling for their children.

Action 4: Our partnerships with organizations like CareSolace and Foothill Family have been instrumental in providing direct services and support to our students and their families. Collaborating with visiting social work interns has further expanded our capacity to meet the diverse needs of our students.

Challenges in implementation: While our partnerships have been fruitful, challenges remain in terms of communication and follow-up with outside providers, particularly in reaching supervisors when needed.

In summary, while we have encountered challenges along the way, our commitment to Goal 3 remains unwavering, with a strong focus on providing comprehensive support to ensure the well-being and success of all our students. Through ongoing collaboration, professional development, and engagement with families, we are confident in our ability to address these challenges and continue to foster a nurturing and inclusive school environment.

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

There were material differences between the budgeted expenditures and the estimated actual expenditures for Goal 3 for one action:

Action 1: Despite budgeting for increased expenditures to accommodate three new principals' needs for additional materials, the actual expenditures remained under budget as the principals managed their resources efficiently.

Action 2: Similarly, although additional funds were budgeted for coaching sessions with consultants to support three new principals in implementing Leader in Me and PBIS initiatives, these sessions were ultimately not needed, resulting in underspending.

Action 3: Leveraging one-time COVID funds, we allocated resources to deploy a dedicated school psychologist at each campus, enhancing our capacity to deliver crucial social-emotional support to our students. This initiative has complemented our existing LCAP S&C funds, bolstering our efforts to prioritize the well-being of our school community. Looking ahead, as the one-time funds are exhausted, we recognize the importance of sustaining this essential resource. Therefore, we plan to augment the allocation of LCAP S&C funds to ensure continued access to vital social-emotional support services for our students beyond the initial funding period. By prioritizing this expenditure, we reaffirm our commitment to nurturing the holistic development and success of every student in our district.

Action 4: The budgeted amount for this action was not fully utilized due to fewer than anticipated SEL referrals, resulting in underspending compared to the estimated actual expenditures.

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

At RSD, we have made significant strides toward achieving Goal 3, particularly in establishing a positive school culture and implementing programs like Leader in Me/7 Habits and Positive Behavior Interventions and Supports (PBIS). Our current metrics demonstrate inconsistent results toward our goal achievement.

Actions 1 & 2: Several metrics indicate positive and effective movement toward Goal 3 of Empowered Leadership. All five of our schools are platinum and

gold levels in PBIS recognition. Our Leader In Me Measurable Results Assessment (MRA) has shown increases in leadership, culture, and academics.

Our school teams leveraged the Leader in Me/7 Habits and Positive Behavior Interventions and Supports programs (PBIS) to establish a strong school culture at the beginning of this year. PBIS strategies and approach create a culture of consistency and supports when monitoring student actions. This year, we have moved to a fully electronic data collection system for all major and minor behaviors. This has allowed us the capacity to thoroughly analyze our behavioral incidents and patterns, which in turn, we will be able to provide more targeted support for staff and students. This data collection process is effective and will allow us to further improve the interventions in place.

Our districtwide Leader in Me program is very effective, as measured by the growth in MRA survey and 100% student participation. Every classroom and student districtwide participates in Wildly Important Goals (WIGs). Each student maintains their own binder of academic and behavioral goal-setting. Students continually reflect on their goals and there are multiple opportunities for student recognition and celebrations when reaching their goals.

To support the Leader in Me principles, this year, we hosted our second annual Young Men's Leadership Symposium for over 85 sixth, seventh, and eighth graders on a Saturday, which engaged the students with interactive workshops and leadership and guest speakers on social and emotional health. We also hosted our third annual Girls Empowerment Symposium for girls in grades 6-8 along with their moms or other female role models to attend an inspirational conference with the theme: Uplift!. The focus of the keynote speaker and workshop presenters was to help girls and their moms/guardians to develop ways to speak words that uplift themselves and each other, build their confidence and spend special time with each other. It was a very well attended event with over 140 girls and moms/guardians who enjoyed the workshops, networking, breakfast, lunch, and they even got a swag bag of goodies, and a beautiful T-Shirt that were donated by many sponsors of the event. These events highlight efforts to engage students in leadership development and empower them to reach their full potential.

One of our successes, indicating high effectiveness for PBIS this year is the improvement in our chronic absenteeism data. Our ongoing strategies, including attendance recognition and parent outreach, have significantly contributed to this improvement. According to the 2023 California Dashboard, our district's chronic absenteeism rate is now at 9.2%, a decrease from 11.2% in 2022, earning us a 'Green' rating from the California Department of Education. Socio-economically disadvantaged students improved 13.5% in 2022 to 10.5% in 2023; Hispanic students improved 21% to 17.5%, and students with disabilities made significant improvements from 26.6% to 15.6%. Even with these improvements, we continue to prioritize student attendance districtwide, as we recognize there is still more progress to be made. Each school leadership team has worked with its staff and School Site Council to develop and implement strategies to improve absenteeism for the next school year.

Action 3: Our psychologist and counseling team have been instrumental in supporting our students with mental health challenges this year. Daily, they are able to work with individual students, student groups, and staff as well as support the implementation of our PBIS model. This team is able to be proactive with student behaviors and meet student individualized needs. This action has been very effective, as measured by the success and implementation of PBIS.

Action 4: This action was implemented and it provided an available resource for families when needed. This is determined effective since this counselors, psychologists and school leadership was able to support families as needed for any referrals.

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

There are no significant changes planned for this goal, actions, or outcomes. RSD is maintaining its commitment to Goal 3 while also identifying areas for expansion and improvement. Focusing on addressing chronic absenteeism rates, particularly among vulnerable student populations, demonstrates a dedication to ensuring all students have equal opportunities to succeed. Additionally, the decision to continue supporting and growing PBIS and Leader in Me (LIM) approaches and strategies reflects a recognition of their positive impact on school culture and student outcomes. One additional action to support Goal 3 is to fund Health aides at each site. This action will support Goal 3 by teaching students about value of physical health and work closely with families on school attendance to address chronic absenteeism. (Goal 3, Action 6)

We worked hard to become a LIM Lighthouse District, only the second in California, we will strive to become a LIM Legacy District by having each school achieve Legacy School status as our next Wildly Important Goal (WIG). This demonstrates a long-term commitment to embedding leadership principles and fostering a culture of excellence throughout the district. By setting clear goals and aspirations, RSD will continue to grow leaders, empowering students and enhancing overall school performance.

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

Goal

| Goal # | Description |
|--------|--|
| 4 | Meaningful Connection: Every family is connected, engaged, and supported in helping their student at home. |

Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023-2024 |
|--|---|---|---|--|---|
| Parent Input in Decision Making | 2020-2021 School Year: 83% of DAC/DELAC minutes reflect parental input on district processes or decisions | 2021-2022 School Year: 100% of DAC/DELAC minutes reflect parental input on district processes or decisions | 2022-2023 School Year: 100% of DAC/DELAC minutes reflect parental input on district processes or decisions | 2023-24 School Year: 100% of DAC/DELAC minutes reflect parental input on district processes or decisions | 2023-2024 School Year: 100% DAC/DELAC minutes reflect parental input on district processes or decisions |
| California School Climate Survey Promotion of Parental Involvement Scale Responses | Spring, 2021 93% of parents strongly agreed or agreed with the statement, "School actively seeks the input of parents before making important decisions." 93% of parents strongly agreed or agreed with the statement, "School encourages me to be an | Spring, 2022 89% of parents strongly agreed or agreed with the statement, "School actively seeks the input of parents before making important decisions." 93% of parents strongly agreed or agreed with the statement, "School encourages me to be an | Spring, 2023 84% of parents strongly agreed or agreed with the statement, "School actively seeks the input of parents before making important decisions." 94% of parents strongly agreed or agreed with the statement, "School encourages me to be an | Spring, 2024 Middle School: 70% of parents strongly agreed or agreed with the statement, "School actively seeks the input of parents before making important decisions." 78% of parents strongly agreed or agreed with the statement, "School | Spring, 2024 95% of parents strongly agreed or agreed with the statement, "School actively seeks the input of parents before making important decisions." 95% of parents strongly agreed or agreed with the statement, "School encourages me to be an |

| | | | | | |
|---|---|---|--|--|---|
| | active partner with the school in educating my child." | active partner with the school in educating my child." | active partner with the school in educating my child." | encourages me to be an active partner with the school in educating my child." | active partner with the school in educating my child." |
| Parent Participation in Advisory Committees | 2020-2021 School Year 100% of DAC/DELAC meetings had quorum 75% of School Site Council meetings had quorum 50% of ELAC meetings had quorum Average parent attendance at LCAP input meetings was 30 | 2021-2022 School Year 83% of DAC/DELAC meetings had quorum 60% of School Site Council meetings had quorum 75% of ELAC meetings had quorum Average parent attendance at LCAP input meetings was 43 | 2022-2023 School Year 80% of DAC/DELAC meetings had quorum 95% of School Site Council meetings had quorum 93% of ELAC meetings had quorum Average parent attendance at LCAP input meetings was 22 | 2023-2024 5 DELAC/DAC meetings. 100% of DAC/DELAC meetings had quorum 85% School Site Council meetings had quorum (22/26) ELAC meetings had quorum, Data not collected because ELAC is advisory. Average parent attendance at LCAP input meetings was 25 | 2023-2024 School Year 100% of DAC/DELAC meetings will have quorum 80% of School Site Council meetings will have quorum 80% of ELAC meetings will have quorum Average parent attendance at LCAP input meetings will be 50 |
| Parents of Unduplicated Pupils' Perception of Communication and Engagement on CalSCHLS Survey | 2021 CalSCHLS Survey: Parents responding "strongly agree" or "very well" to questions about communication with parents about school (How well do teachers communicate with you about how your child is doing? Provide information on your expected role at your child's school? Keep you informed about school activities?) 59% of free/reduced price eligible parents 49% of parents whose children are English learners | 2022 CalSCHLS Survey: Parents responding "strongly agree" or "very well" to questions about communication with parents about school (How well do teachers communicate with you about how your child is doing? Provide information on your expected role at your child's school? Keep you informed about school activities?) free/reduced price eligible parents: not part of data collection this year 55% of parents whose children are English learners | 2023 CalSCHLS Survey: Parents responding "strongly agree" or "very well" to questions about communication with parents about school (How well do teachers communicate with you about how your child is doing? Provide information on your expected role at your child's school? Keep you informed about school activities?) English learner parents and free/reduced price parent data not part of data collection this year. | 2024 CalSCHLS Survey: Parents responding "strongly agree" or "very well" to questions about communication with parents about school (How well do teachers communicate with you about how your child is doing? Provide information on your expected role at your child's school? Keep you informed about school activities?) English learner parents and free/reduced price parent data not part of data collection this year. | 2024 CalSCHLS Survey: Parents responding "strongly agree" or "very well" to questions about communication with parents about school (How well do teachers communicate with you about how your child is doing? Provide information on your expected role at your child's school? Keep you informed about school activities?) 65% of free/reduced price eligible parents 55% of parents whose children are English learners |

Goal Analysis

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

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

Overall Implementation: We implemented all of the actions related to parent engagement successfully. There was no substantive difference in our implementation of Goal 4. We were able to successfully implement our goals and actions. However, there are areas of growth we want to improve for next year within these same actions.

Action 1: Parent Workshops and Outreach: Our district hosted a Young Men's Leadership Conference for boys in grades 6-8. We also hosted our third annual Girls Empowerment Symposium for girls in grades 6-8 along with their moms or other female role models to attend an inspirational conference with the theme: Uplift!. The focus of the keynote speaker and workshop presenters was to help girls and their moms/guardians to develop ways to speak words that uplift themselves and each other, build their confidence and spend special time with each other.

Each school consistently organized monthly "Coffee with the Principal" sessions, which were centered around pertinent topics such as state testing, the 7 Habits, and strategies for fostering social-emotional learning (SEL) at home. Additionally, the schools facilitated various essential gatherings including school site council meetings, the English Language Advisory Committee (ELAC), principals' coffee chats, PTA events, Founder's Day celebrations, Open House events, Parent Power Hour sessions, and promotion ceremonies. These initiatives were designed to cultivate a strong sense of partnership and collaboration between parents, families, and the school community. Moreover, parent community meetings were strategically dedicated to addressing significant issues such as Positive Behavioral Intervention and Support (PBIS), Bullying Prevention, School Safety, and Cyber Safety, ensuring that all educational partners are well-informed and actively engaged in promoting a safe and supportive educational environment.

Challenges in implementation: Our continuous emphasis remains on augmenting attendance and active participation in all parent and family-oriented events. To facilitate accessibility and accommodate evolving preferences, we have implemented hybrid event formats, allowing parents the option to attend either in person or virtually via Zoom. While acknowledging the convenience afforded by online platforms, particularly in the wake of the pandemic, we firmly advocate for in-person engagement as it fosters stronger community cohesion and interpersonal connections.

Action 2: Community Liaisons and translators:

Our community liaisons came together monthly this year as a team for professional development and best practice sharing. The community liaisons were essential in helping our low-income and multilingual families get support with technology (such as how to install Class Dojo on their cell phone and for enrollment forms), with signing up for enrichment classes (often filling out online registration forms for parents as they were on the phone with them), and on connecting families with food, mental health, tutoring, and housing assistance services in the community. This year, our community liaisons recruited parents from each site to attend the San Gabriel Valley Parent Involvement Academy (PIA) conference with them, and the group brought back ideas and resources for the schools.

Challenges in implementation: The district liaison position has been difficult to fill, as it needs to be Mandarin-speaking to promote our dual language immersion program. School liaisons have left for personal and professional reasons. An additional challenge has been to have consistent translation services available for all parent meetings. We have had translators cancel attending parent meetings, which has left a gap. We also have had to request parents to translate for each other when no translators are available.

Action 3: Communication tools: We utilized our Blackboard Connect system and Class Dojo to send text messages, emails, and recorded audio messages to parents. These tools translate messages into the language parents indicated they prefer for oral and written communication. Since over 70% percent of our students come from households where a language other than English is spoken, and often where families speak one language but do not read in that language, these tools were very helpful. As a result, our families and teachers became skilled in using email and smartphone applications like Class Dojo to communicate. Phone calls also remained a top strategy.

Challenges in implementation: Ensuring the accuracy of contact information, including phone numbers and email addresses, remains a priority, with diligent

efforts made to rectify any undeliverable entries promptly. A notable challenge we encountered pertained to the limited availability of translators proficient in the primary languages of all our families. While district translators proficient in Spanish, Mandarin, Cantonese, and Vietnamese were accessible, securing their availability for after-school or evening engagements, such as parent workshops, DAC/DELAC meetings, and parent conferences, posed significant constraints. In response, we have persistently explored alternative solutions, including the engagement of bilingual secondary students and parents, to augment our interpreter resources.

SUBSTANTIVE DIFFERENCES IN IMPLEMENTATION:

There was no substantive difference in our implementation of Goal 4. We were able to successfully implement our goals and actions. There were no changes to our goal and actions, however, there are areas for growth and collaborating together for innovative solutions, so we can further strengthen its partnerships with parents and families to support student success.

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

There were material differences between the budgeted expenditures and the estimated actual expenditures for Goal 4 for the following actions:

Action 1: There was a decrease in this action because we utilized one-time COVID funds to provide weekend field trips for families.

Action 2: There was a decrease in this expenditure due to insufficient applicants to fulfill the designated positions. The demand for additional translators, particularly proficient in Mandarin, Cantonese, and Vietnamese, remains paramount. Our district also has a pressing need for a community liaison fluent in Mandarin, Cantonese, and Vietnamese to effectively communicate with our diverse community.

Action 3: There was a slight decrease because our schools have been vigilant in finding apps that are free instead of subscription-based.

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

We are making steady progress toward our goal and are committed to fostering strong connections between schools and families, particularly those of English Learners and Socio-Economically Disadvantaged students. The continued implementation of actions aimed at enhancing communication, providing support through community liaisons and translators, and offering parent workshops reflects this dedication.

Actions 1 & 2: The positive response rates and engagement levels observed in various initiatives, such as parent workshops and translated forms of surveys, highlight the effectiveness of these actions in reaching and involving diverse parent populations. The feedback from parent surveys underscores the perception of schools as responsive and supportive environments for students and families, which indicates effectiveness for those who attended, in-person or virtually. However, the overall attendance was lower than expected and therefore, there will be continued efforts to improve the participation. Community Liaisons support parent understanding and community engagement in the schools. In the families' home language, they describe school programs and activities to support learning at home. There is varied effectiveness at each site on parent engagement.

Action 3: The utilization of digital tools like Google Classroom and Class Dojo and Blackboard Connect for communication has facilitated parent involvement in their children's learning. All translations are provided in English, Chinese, Vietnamese and Spanish. This supports the emphasis on authentic parent input in decision-making processes to further demonstrate a commitment to collaborative and inclusive practices. These communication efforts have been effective, as indicated by the survey input for LCAP and meaningful parent input for SSC meetings and DELAC.

Overall, while RSD has made significant strides in engaging and supporting families, there are areas for improvement, particularly in ensuring robust mechanisms for gathering and integrating parent input at the school level. By addressing these areas, RSD can further enhance its efforts to promote family involvement and ultimately contribute to student success.

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

There are no significant changes planned for this goal; however, expanding parent involvement in decision-making and increasing opportunities for in-person parent workshops (Goal 4, Action 1) at schools are important steps to further strengthen the partnership between schools and families. By actively promoting these opportunities, we empower parents to contribute to the educational journey of their children and have a voice in shaping school policies and programs.

Additionally, we are providing more family opportunities in enrichment activities aligned to foster shared, family academic experiences. Encouraging parents to attend these activities with their children not only enhances family engagement but also reinforces the importance of education within the home environment. This collaborative approach can contribute to a supportive and enriching learning environment for students. (Goal 4, Action 2)

By focusing on these actions, we want to show our commitment to promoting meaningful parent involvement and creating opportunities for families to actively participate in their children's education. These efforts can ultimately lead to stronger connections between schools and families, benefiting the academic success and well-being of all students.

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

Instructions

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

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

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

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

Metric:

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

Baseline:

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

Year 1 Outcome:

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

Year 2 Outcome:

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

Year 3 Outcome:

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

Desired Outcome for 2023–24:

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

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

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

Goal Analysis

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

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

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

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

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

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

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

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

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

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

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

California Department of Education
November 2023

Local Control and Accountability Plan

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

| Local Educational Agency (LEA) Name | Contact Name and Title | Email and Phone |
|-------------------------------------|---------------------------------------|---|
| Rosemead Elementary | Jennifer Fang Superintendent, Interim | jfang@rosemead.k12.ca.us (626) 312 2900 |

Plan Summary 2024-2025

General Information

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

Located in the San Gabriel Valley, just ten miles east of downtown Los Angeles, Rosemead has evolved from its roots as a ranching and farming community into a vibrant, future-focused town that promotes small business ownership and celebrates diversity. Established in 1859, the Rosemead School District has a proud tradition of serving the community with academic excellence. The district currently serves over 2,300 students from transitional kindergarten through eighth grade across four elementary schools and one middle school. Additionally, it provides early education to approximately 166 preschool students. Graduates of the Rosemead School District typically attend Rosemead High School, which is part of the El Monte Union High School District.

Diversity is a tremendous asset within our district. Our students come from various ethnic backgrounds, with 55.7% identifying as Asian, 38.6% as Hispanic or Latino, 1.2% as White, 1.3% as Filipino, 0.5% as African American, and 1.6% as mixed heritage or undeclared. While over one-third of our students speak English as their first language, around 38% are English learners, with primary languages including Spanish (19%), Vietnamese (17%), Cantonese (17%), Mandarin (8.5%), and smaller percentages speaking Burmese, Chiu Chow, Tagalog, Korean, Khmer, and Indonesian. Approximately 73% of our students qualify for free or reduced-price meals, 0.9% are homeless, 0.3% are foster youth, and 10.2% are identified as having disabilities.

The Rosemead School District fosters a challenging academic environment that encourages lifelong learning and embraces diversity. In partnership with parents and the community, our mission is to nurture the whole child—intellectually, physically, emotionally, and ethically—to prepare them to be responsible, healthy, productive, and contributing members of our global society. We strive for all members of our educational community to LEAD:

- L- Lifelong learners and leaders of our global society
- E- Ethical behavior and mindsets
- A- Academic rigor, support, and achievement
- D- Diversity valued and respected

The district team upholds core beliefs about effective schools, including high expectations, prioritizing students' academic, social, and emotional needs, and providing quality instructional programs that prepare students to be responsible, well-informed citizens with high ethical standards and creative problem-solving skills.

The district has upheld its core implementation in the "Leader in Me" (LIM) program for many years, with all our schools proudly designated as Lighthouse Schools. Janson Elementary became the second LIM Legacy School in the nation and Rosemead School District is also the second district in California to be a LIM Lighthouse District. This distinction reflects our commitment to nurturing the Covey 7 Habits in all students, starting from kindergarten. The "Leader in Me" program empowers students with the leadership and life skills they need to thrive, promoting a culture of student empowerment and creating a foundation for academic and personal success.

Furthermore, we enhance parents' ability to actively engage in their children's educational journey by conducting workshops covering a diverse array of topics aimed at

fostering both academic and social-emotional development, as identified by community feedback. Additionally, the district provides enrichment opportunities for families and their children across all grade levels, including but not limited to music programs. Moreover, parents are invited to participate in the annual Parent Institute Academy, where they can attend sessions tailored to equip them with valuable insights and strategies to effectively support their children's educational progress and holistic development.

Reflections: Annual Performance

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

Rosemead School District celebrated many successes and challenges based on the data shared on the CA Dashboard 2023. As indicated below, Chronic Absenteeism is a success in our CA Dashboard results.

Chronic Absenteeism - With the exception of the homeless population, RSD has seen significant improvement in chronic absenteeism, with rates declining from 11.3% to 9.3%, a 2 percentage point decrease. Building on this positive trend, the district is continuing its efforts to combat chronic absenteeism and enhance overall attendance. Our comprehensive plan includes consistently identifying and monitoring attendance patterns, intervening early, and building strong relationships with families to address barriers to student attendance. This year, RSD has introduced incentives and recognition programs to promote and celebrate positive attendance habits. (Goal 3, Action 2)

English Language Arts (ELA)- Overall, RSD performed at the green performance level for ELA. However, we have not observed an increase in scores, and performance varies across different student groups. In response, we have initiated an in-depth analysis of our reading program with our literacy lead committee. We have strengthened our Tier I instructional program by incorporating supplemental materials and providing professional development training for all teachers on the science of reading. Additionally, we are reviewing and enhancing our Tier II interventions for the upcoming year with comprehensive and consistent, evidence-based strategies and reading programs. (Goal 2, Actions 3, 8 & 9)

Challenges:
At the district level, the lowest performance level (red) was identified for Chronic Absenteeism with homeless population and ELA with students with disabilities.
At Shuey and Encinita Elementary Schools, the lowest performance level was identified for English Learner Progress Indicator (ELPI).
At Janson Elementary School, the lowest performance level was identified for ELA and math with students with disabilities.
At Muscatel Middle School, the lowest performance level was identified for suspension rate with students with disabilities and Latino and for ELA with students with disabilities.

ELPI - The ELPI results indicated red and orange performance levels across all our schools. In response, the district is taking several action steps. We are providing professional development in both integrated and designated ELD, along with ongoing support for classroom teachers. We are also offering enhanced guidance on using our English Learner Monitoring Assessment tool to better inform our ELD instruction. Furthermore, we have implemented ELL Shadowing to monitor and observe language development in the classroom setting throughout the year. (Goal 2, Actions 4, 5 and 15)

Reflections: Technical Assistance

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

Not Applicable. Rosemead School District has not been identified for Differentiated Assistance.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

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

N/A: None of our schools have been identified.

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: None of our schools have been identified.

Monitoring and Evaluating Effectiveness

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

N/A: None of our schools have been identified.

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 |
|--|---|
| Students | Student input was delivered through results of the Leader in Me Measurable Results Assessment (MRA), the California Healthy Kids Survey (administered in grades 5-8), and input on LCAP-aligned actions and expenditures made by the student representatives of the middle school School Site Council. |
| Teachers and Classified Staff | LCAP Survey for all district staff, including questions on improving student academics, attendance and social emotional health. |
| Parents/Community | <p>Assistant Superintendent hosted in-person parent/community meetings at each of the five school sites to jointly develop the actions/services to be included in the LCAP. Meetings were held on February 7 (Muscatel), February 22 (Shuey), February 27 (Savannah), February 28 (Janson), & February 29 (Encinita). April 24 and May 29 were combined with DELAC/DAC.</p> <p>In addition to community meetings, LCAP Survey was sent to all parents, which received 144 responses.</p> |
| Local Bargaining Unit Rosemead Teacher Association (RTA) | The Rosemead Teachers Association (RTA), through its regular meetings with the district cabinet, shared feedback on the LCAP. RTA and teachers also provided input on priorities and needs during negotiations throughout the year. Consultations with teachers and staff were made through input at all-staff meetings, Employee Representative Panel (ERP), targeted surveys about topics for professional development, and formal surveys including the Leader in Me Measurable Results Assessment (MRA), the CalSCHLS staff survey, and the PBIS Self-Assessment Survey. |
| Administrators/Leadership and Principals | <p>January 16, 2024 Leadership Meeting: Review of 2021-24 Four LCAP Goals and actions/services. Leadership team with principals had brainstormed actions/services for English learners and the different typologies (newcomer, LTEL)</p> <p>February 20, 2024 Leadership Meeting: Continued discussion for actions/services for English learners. Review draft of Goal 1 - Exemplary Core Program for All. Goal 2, 3 and 4 remain unchanged.</p> |
| Other School Personnel/Local Bargaining Unit CSEA | Our classified employees' union, CSEA, provided input on priorities and needs during negotiations throughout the year. Consultations with classified staff and CSEA were made through input at all-staff meetings, targeted surveys about topics for professional development, and formal surveys including the Leader in Me Measurable Results Assessment (MRA), the CalSCHLS staff survey, and the PBIS Self-Assessment Survey. |
| District English Language Advisory Committee (DELAC) and District Advisory Committee (DAC) | <p>February 21, 2024: Review of 2021-2024 LCAP Goals and Actions/Services. Group discussion on specific and distinct actions for English learners, including LTELs and Newcomers. Input gathered for actions for English learners.</p> <p>April 24, 2024: Summary of LCAP Roadshow Parent Input Meetings. Input for all four goals shared with additional feedback from DELAC/DAC members. Parent Feedback Poll was shared.</p> <p>May 29, 2024: Draft of LCAP presented with revised Goal 1. Budget for all 4 goals, Base and Supplemental/Concentration was shared out. A final vote was conducted to approve the presented draft. Parents had opportunity of ask questions and comment to the superintendent and the assistant superintendent.</p> |

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

Rosemead School District values collaboration with all educational partners in developing effective and meaningful plans. We also believe in the importance of communicating meaningfully with parents who speak a language other than English and we are intentional about creating spaces where non-English voices can be heard. Our outreach efforts with pupils, parents, teachers, principals, other personnel, and employee bargaining units continue to provide valuable input and feedback to inform our planning related to instruction, curriculum, assessment, school operations, child nutrition, student support services, and social and mental health services. The district also consulted with the West San Gabriel Valley Special Education Local Plan Area (SELPA) to review and provide input on the LCAP as well.

To inform the 2024-25 plan, the district used various methods of two-way communication to engage educational partners in our community. Beginning in the fall of 2023, our Educational Services staff presented the LCAP goals, metrics, and actions to school principals and district administrators and had them analyze end-of-year student data to identify key moves they could make in their own departments and school sites related to each of our LCAP action items in order to reach the desired outcomes.

Twice a month from October through May, the principals, directors, and school psychologists engaged in "data discussions" at leadership meetings in which they analyzed data

to determine what was working and what needed adjustments. As a result of each of these data discussions, we were able to collect input from leaders that informed the 2024-25 plan. Teacher consultation on the LCAP occurred throughout the school year via surveys, input during the Superintendent's all staff meetings, and targeted outreach at site staff meetings on specific topics pertinent to this year's LCAP implementation and plans for next year's implementation. We also analyze results from the teacher form of the Leader in Me Measurable Results Assessment (MRA), the CalSCHLS staff survey, and the PBIS Self-Assessment Survey to inform the LCAP. The members of the teacher leader Literacy Assessment Team and the Multi-Tiered System of Support (MTSS) teams gathered input from each of their site colleagues to weigh in on LCAP action items related to Tier 1 and Tier 2 instruction. The Rosemead Teachers Association (RTA), through its regular meetings with the district cabinet, shared feedback on the LCAP.

Similarly, consultation with classified staff was made through input at all-staff meetings, Employee Representative Panel (ERP), targeted surveys about topics for professional development, and formal surveys including the Leader in Me Measurable Results Assessment (MRA), the CalSCHLS staff survey, and the PBIS Self-Assessment Survey. After we brought in outside agencies to provide visual and performing arts classes to all our low-income students, our Ed Services coordinator surveyed all the participating students, teachers and administrators the strengths and needed focus areas for the program for the following year. As a small district, we were also able to engage our staff in meaningful informal feedback, through discussions, staff meetings, and teacher conversations. At our monthly role-alike meetings for attendance clerks, office managers, community liaisons, and custodians, the staff was frequently asked for input on the needs of the district, and this input was used to inform the LCAP. Our classified employees' union, CSEA, provided input on priorities and needs during negotiations throughout the year. Teacher and staff input from these sessions as well as an LCAP Survey shared provided significant input for the LCAP development. Input included: Enrichment classes, more music and arts classes, more tutoring, classroom aides for small group instruction, improved system for analyzing student data, more parent workshops to support learning at home, and continued small class sizes to support small group instruction. Student input was delivered through results of the Leader in Me Measurable Results Assessment (MRA), the California Healthy Kids Survey (administered in grades 5-8), and input on LCAP-aligned actions and expenditures made by the student representatives of the middle school School Site Council. In addition, the superintendent engaged the student Lighthouse team members at several schools in a focus group conversation to gain insight into what they saw as strengths and needs in their schools. CHKS results indicated the importance to continue to build caring relationships with students at school.

In preparation for the new 2024-25 LCAP, we engaged our District Advisory Committee (DAC), District English Learner Advisory Committee (DELAC), and the LCAP Parent and Community Committee in LCAP input throughout the year. We held hybrid (in-person and virtual meetings this year and took advantage of Zoom chat, interpretation rooms, and breakout rooms to gather input and feedback from the representatives.

-During the October 25, 2023 meeting, we shared the results of a comprehensive needs assessment survey sent to parents of English learners. The results revealed how the schools communicate EL programs to parents and parent perceptions of student expectations. Parents were asked to provide feedback on the needs assessment, based on the results.

-At the December 7, 2023 meeting, we shared the Title I Parent Involvement Policy and solicited parent feedback and ideas to increase and improve parent engagement and what additional activities they would like to see in place. Members responded aloud and wrote comments in the chat.

-At the February 21, 2024 meeting, English Learner progress monitoring and reclassification were discussed.

-At the April 24, 2024 meeting, we reviewed the four LCAP goals and we asked for additional suggestions and input for activities to support all students, as well as specific student group needs. Suggestions were made verbally and in the Zoom chat. For each goal, parents were asked 1) Which planned actions are important for us to reach our goals? And 2) What other actions do you recommend that we take or consider to help us reach our goal? Parents were provided with a budget and summary of all the parent input sessions from the LCAP Roadshows at each school site. Parents were provided additional opportunities in the chat and in the interpretation rooms to provide feedback and input.

-At the June 1, 2024 hybrid meeting the draft LCAP plan was presented. The draft LCAP plan was posted on the Rosemead School District homepage along with the Budget Overview for Parents and a Google Form for the public to submit questions or comments on the draft LCAP Plan. Educational partners were invited to attend the meeting and were also provided with the draft plan and Google Form to ask questions. The superintendent was present and responded to questions posed by the committee. The Educational Services Department added the DELAC and DAC's comments and questions to the Rosemead LCAP Public Comment Form, and his written responses were included in the posted document.

-Input sessions with the community, in person and virtual were held on February 5 to present an update on the mid-year LCAP to the board. Then the LCAP Roadshows were to be presented on February 7 at Muscatel Middle School, February 22 at Shuey, February 27 at Savannah, February 28 Janson, and February 29 at Encinita. The LCAP meetings were combined with the DELAC/DAC meeting on April 24 and May 29, 2024. Feedback from the parents and community were consistent in the survey results and the in-person input sessions. Input that influenced the development of the LCAP actions: Keeping class sizes small, more individualized support/groups for instruction, more enrichment opportunities, more visual and performing arts for students, more educational technology, more STEAM and hands-on learning, more counseling on site, continued focus on Leader in Me to develop leadership, more speaking opportunities, more communications via email, phone calls, classdojo, texts, etc, more family activities, community liaisons to support parents, and more parent workshops and activities. The district prioritized this input and adjusted the budget to support implementation if these actions. The district also consulted with the West San Gabriel Valley Special Education Local Plan Area (SELPA) to review and provide input on the LCAP draft. A SELPA program specialist provided consultation in February on our plans for literacy and professional development. The LACOE Multilingual Academic Support team also provided consultation on our district EL Roadmap.

Our district's Significantly Disproportionate (SigDis) Stakeholder Team, consisting of our cabinet, psychologists, representative special education teachers, special education aides, parents of students with IEPs, principals, and SELPA employees, met in September and October to engage in professional learning around implicit bias and gave input into the SigDis plan, which is related to LCAP actions around professional development and MTSS. LCAP presentations were made during district board meetings:

- During the September meeting, spring CAASPP achievement data, the beginning of the year student achievement data and related LCAP actions were presented.
- During the February study session, the Board was given a presentation on the new California Dashboard data along with a mid-year LCAP update.

-PUBLIC HEARING: During the June 20 meeting, a public hearing was held for the 2024-25 Local Control Accountability Plan with Budget Overview for Parents and built-in annual update and local indicators. The presenter, Assistant Superintendent of Educational Services, explained that the LCAP was available on the district homepage and encouraged the public to provide comments and questions regarding specific actions and expenditures in the LCAP for the superintendent by going to the district homepage and using the online Rosemead LCAP Public Comment Form. After the public comment period ended on June 25, the superintendent responded, in writing, to questions and posted answers and responses on the district website homepage. At the DELAC/LCAP meeting on May 29, parents had opportunity to ask questions and comment to the superintendent and the assistant superintendent. The superintendent responded in writing to questions and posted on the district website.

-BOARD APPROVAL: The LCAP Local Indicators were presented and the final LCAP, Budget Overview for Parents, Local Indicators, and the 2024-25 District Budget were approved and adopted by the Board of Trustees on June 27, 2024. This collaborative approach ensures that our LCAP reflects the diverse perspectives and needs of our community, guiding our efforts to provide a high-quality education for all students.

Goals and Actions

Goal

| Goal # | Description | Type of Goal |
|--------|--|--------------|
| 1 | Exemplary Core Programs for All: ALL students receive a top-quality education through exemplary teaching, effective instructional materials/textbooks, and excellent facilities. With these core services, every student in RSD receives a high-caliber education, equipping them to master grade-level standards and prepare for success in high school, college, and their future careers. | Broad Goal |

State priorities address by this goal.

1, 2, 7

An explanation of why the LEA has developed this goal.

This goal outlines RSD core program for all students. This goal outlines the measurable outcomes and actions/services that benefit all students, using only base funds. We revised Goal 1 to ensure clarity and focus on core services for students. This revision maintains the focus on core services while emphasizing the district's commitment to providing all students with the necessary resources and programs for success.

Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|--|--|----------------|----------------|---|----------------------------------|
| 1 | Fully Credentialed and Appropriately Assigned Teachers | 2022-23 Commission on Teacher Credentialing (CTC) Summary of Findings 100% fully credentialed 8 misassignments (4 misassignments for English Language Development) | | | 100% Fully Credentialed and Appropriately Assigned Teachers. 0 Misassignments | |
| 2 | Facilities Inspection Tool (FIT) | 100% Facility Rate (FIT) for all schools is in Exemplary or Good repair (per SARC Dec 2023) | | | 100% Overall Facility Rate for all schools is in Exemplary or Good repair (per SARCs Dec 2026) | |
| 3 | California School Staff Survey (CHKS) | 86% staff indicated 'Strongly Agree' or 'Agree' to the statement: This school has clean and well-maintained facilities and property. (CHKS Spring 2024) | | | 90% staff will indicate 'Strongly Agree' or 'Agree' to the statement: This school has clean and well-maintained facilities and property. (Spring 2027) | |
| 4 | Access to Standards-aligned materials (Survey) | 100% Students have access to their own CCSS standards-aligned instructional materials. (District Survey 2023-24 school year) | | | 100% Students have access to thier own CCSS standards-aligned instructional materials. (District survey 2026-2027 school year) | |
| 5 | Implementation of State Standards (Rating on Local Indicator 2 Self-Reflection Tool) | Spring, 2024 Local Indicator: Rating of "full implementation" or "full implementation and sustainability" on 4 out of 5 focus areas for English language arts, math, science, social studies | | | Spring 2027 Local Indicator: Rating of "full implementation" or "full implementation and sustainability" on 4 out of 5 focus areas for English language arts, math, science, social studies | |

| | | | | | | |
|---|---------------------------------|---|--|--|---|--|
| 6 | Access to Board Course of Study | Spring 2024 Access to Broad Course of Study (Rating on Local Indicator 7 Self-Reflection Tool): Standard Met Middle School Art Elective Enrollment (Intro Art, Media Art, Studio): 56 Middle School Music Elective Enrollment (Band, Strings, Guitar, Choir): 73 Elementary K-6 - Visual and Performing Arts 100% students receive Arts integration. | | | Spring 2027 Access to Broad Course of Study (Rating on Local Indicator 7 Self-Reflection Tool): Standard Met Middle School Art Elective Enrollment (Intro Art, Media Art, Studio): 61 (+5) Middle School Music Elective Enrollment (Band, Strings, Guitar, Choir): 78 (+5) Elementary K-6 - Visual and Performing Arts 100% students receive Arts integration. | |
|---|---------------------------------|---|--|--|---|--|

Goal Analysis for 2024-2025

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

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

Not Applicable

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

Not Applicable

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

Not Applicable

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

Not Applicable

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

Actions

| Action # | Title | Description | Total Funds | Contributing |
|----------|---|---|-----------------|--------------|
| 1 | Recruit and retain highly qualified teachers and staff | We will recruit, retain, train, and support fully credentialed teachers and highly qualified staff who are equipped to support students who have the greatest needs such as targeting supports for our low-income and English learner students. | \$19,554,677.00 | No |
| 2 | Maintain safe and clean school facilities | RSD strives to provide all students and staff with a safe and clean school facility site. Annually, RSD completes the Facility Inspection Tool (FIT) report and address any issues/findings. | \$2,242,822.69 | No |
| 3 | Technology and internet access | Technology is a core component for effective instruction for all students. This supports ongoing costs for devices and needed classroom technology to provide core instruction for all students. | \$764,660.00 | No |
| 4 | Assessments- diagnostic, formative, summative, benchmarks | Key components of our MTSS framework include universal diagnostic screening of students within the first month of school in order to target instruction. Ongoing assessments for progress monitoring of all students is implemented to inform instructional needs in all subject areas. We will utilize PLCs, SSTs, 504s, IEPs, and student-led parent teacher conferences to analyze assessment results and inform instructional strengths and needs. Our MTSS framework supports providing the best first instruction in Tier 1 and how to monitor instructional needs in Tier 2 and 3. | \$196,609.00 | No |

Goal

| Goal # | Description | Type of Goal |
|--------|--|--------------|
| 2 | Academic Success for All Students: Implement a robust system of supports with equitable opportunities for students needing additional support so that all students flourish and achieve at their highest level | Broad Goal |

State priorities address by this goal.

| |
|------|
| 4, 8 |
|------|

An explanation of why the LEA has developed this goal.

This goal outlines additional supports and enrichments to meet the instructional needs of our instructional needs our multi-lingual learners, low-income students and foster youth. This goal is focused on developing a Multi-Tiered System of Supports (MTSS) for improving student academic achievement and reducing the gap in academic performance between student groups, with a targeted focus on improving achievement for students who are Hispanic/Latino, English learners, low-income, and students with disabilities. There are significant gaps in learning results within separate student groups in ELA, math, science, as indicated on the CAASPP, CA Dashboard and i-Ready results. The MTSS framework is structured into three tiers of support for students and families. Tier I provides core instruction for all students. Tier II provides targeted instruction for small groups of students. Tier III provides intensive intervention for even smaller groups of students. Additionally, data for English learners from the CA Dashboard (ELPI), reading and math SBAC results and local assessments indicate a need for Goal focus on specific actions for English learners.

Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|---|--|----------------|----------------|--|----------------------------------|
| 1 | English Learner Progress Indicator (ELPI) | 49.7% English Learners Making Progress (CA Dashboard 2023) 16.4% Declined (CA Dashboard 2023) | | | 65% English Learners Making Progress (CA Dashboard 2026) | |
| 2 | English Learner Reclassification Rate | 2022-23 18.45% Based on CALPADS reports 8.1 and 2.16. Total of EL students: 802 Total # EL reclassified RFEP in 2022-23 school year: 148 | | | Reclassification Rate: 18.45% | |

| | | | | | | |
|---|--|---|--|--|--|--|
| 3 | Local Reading Assessment Diagnostic Results Grades K-6 | <p>K-6 Overall Placement in Reading (2024 i-Ready Diagnostic #3)</p> <p>59% All Students at/above grade level</p> <p>43% Hispanic at/above grade level</p> <p>56% Students Economically Disadvantaged at/above grade level</p> <p>66% Students Not economically disadvantaged</p> <p>69% Asian at/above grade level</p> <p>39% English Learner at/above grade level</p> <p>25% Students with Disabilities at/above grade level</p> <p>Vocabulary Domain:</p> <p>56% All students</p> <p>64% Student Not economically disadvantaged at/above grade level</p> <p>53% Students Economically Disadvantaged at/above grade level</p> <p>37% English learner at/above grade level</p> | | | <p>K-6 Overall Placement (2027 i-Ready Diagnostic #3)</p> <p>64% All Students at/above grade level</p> <p>48% Hispanic at/above grade level</p> <p>61% Students Economically Disadvantaged at/above grade level</p> <p>74% Asian at/above grade level</p> <p>44% English Learner at/above grade level</p> <p>30% Students with Disabilities at/above grade level</p> | |
|---|--|---|--|--|--|--|

| | | | | | | |
|---|---|--|--|--|---|--|
| 4 | CAASPP ELA Results for all students and student groups | <p>Spring 2023, per the CA Dashboard</p> <p>All Students: 16 points above standard</p> <p>Students with Disabilities: 86.8 points below standard</p> <p>English Learners: 8.5 points below standard</p> <p>Hispanic: 29.7 points below standard</p> <p>Socio-economically disadvantaged: 3.2 points above standard</p> <p>Asian: 50.4 points above standard</p> | | | <p>Spring 2026, per the CA Dashboard</p> <p>All Students: 26 points above standard (increase by 10 points)</p> <p>Students with Disabilities: 66.8 points below standard (increase by 20 points)</p> <p>English Learners: 2.5 points above standard (increase by 10 points)</p> <p>Hispanic: 9.7 points below standard (increase by 20 points)</p> <p>Socio-economically disadvantaged: 13 points above standard (increase by 10 points)</p> <p>Asian: 60.4 points above standard (increase by 10 points)</p> | |
| 5 | CAASPP Math Results for All students and student groups | <p>Spring 2023, per the CA Dashboard</p> <p>All Students: 1.4 points below standard</p> <p>Students with Disabilities: 99.4 points below standard</p> <p>English Learners: 20.5 points below standard</p> <p>Hispanic: 66.5 points below standard</p> <p>Socio-economically disadvantaged: 13.3 points below standard</p> <p>Asian: 46.1 points above standard</p> | | | <p>Spring 2026, per the CA Dashboard</p> <p>All Students: 8.4 points above standard (increase by 10 points)</p> <p>Students with Disabilities: 79.4 points below standard (increase by 20 points)</p> <p>English Learners: 10.5 points below standard (increase by 10 points)</p> <p>Hispanic: 46.5 points below standard (increase by 20 points)</p> <p>Socio-economically disadvantaged: 3.3 points below standard (increase by 10 points)</p> <p>Asian: 56.1 points above standard (increase by 10 points)</p> | |

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|---|---|--|--|--|--|--|
| 6 | California Science Test (CAST) | CAST Spring 2023, per CAASPP Test Results All Students: 40.11% students met or exceeded standards Grade 5 students: 42.52% met or exceeded standards Grade 8 students: 37.87% met or exceeded standards | | | Spring 2026, per CAASPP Test Results All Students: 45.11% students met or exceeded standards Grade 5 students: 47.52% met or exceeded standards (increase by 5 points) Grade 8 students: 42.87% met or exceeded standards (increase by 5 points) | |
| 7 | Local Reading Assessment Grades 7-8 | STAR 2024 Grade 7 Q2 Reading: 38.5% At/Above Benchmark Grade 8 Q2 Reading: 48.7% At/Above Benchmark | | | STAR 2027 Grade 7 Q2 Reading: 44% At/Above Benchmark Grade 8 Q2 Reading: 54% At/Above Benchmark | |
| 8 | Local Math Assessment for all students and student groups | K-6 Overall Math Placement (2024 i-Ready Diagnostic #3) 56% All Students at/above grade level 32% Hispanic at/above grade level 70% Asian at/above grade level 43% English Learner at/above grade level 27% Students with Disabilities at/above grade level 53% Students Economically Disadvantaged at/above grade level 66% Students Not economically Disadvantaged at/above grade level | | | K-6 Overall Math Placement (2027 i-Ready Diagnostic #3) 61% All Students at/above grade level 37% Hispanic at/above grade level 75% Asian at/above grade level 48% English Learner at/above grade level 32% Students with Disabilities at/above grade level 58% Students Economically Disadvantaged at/above grade level | |

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| 9 | Local Math Assessment Grades 7-8 | STAR 2024 Grade 7 Q2 Math: 57.1% At/Above Benchmark Grade 7 Q2 Math: 72.8% At/Above Benchmark | | | STAR 2027 Grade 7 Q2 Math: 63% At/Above Benchmark Grade 7 Q2 Math: 79% At/Above Benchmark | |
| 10 | ELL Shadowing Protocol Tool | In RSD Baseline Data (Spring 2024): Academic speaking 26% Student to student, teacher, small group or whole class. | | | In RSD Baseline Data (Spring 2027): Increase Academic speaking: 35% Student to student, teacher, small group or whole class. | |
| 11 | Local Reading Assessment - i-Ready by Domain | Spring 2024 (i-Ready Diagnostic #3) 88% proficiency in Phonological Awareness 75% Proficiency in Phonics 56% Proficiency in Vocabulary | | | Spring 2027 (i-Ready Diagnostic #3) 95% proficiency in Phonological Awareness 80% Proficiency in Phonics 65% Proficiency in Vocabulary | |
| 12 | STAR Reading and Math Student Growth Percentile (SGP) for AVID Students | 2023-24 School Year AVID Students: Q2 Grade 7 Reading: 44.4% Q2 Grade 7 Math: 56.5% Q2 Grade 8 Reading: 45.8% Q2 Grade 8 Math: 70.8% As compared to all students: Q2 Grade 7 Reading: 39.1% Q2 Grade 7 Math: 56.9% Q2 Grade 8 Reading: 48.9% Q2 Grade 8 Math: 72.8% | | | 2027-28 AVID Students: Q2 Grade 7 Reading: 60% Q2 Grade 7 Math: 61% Q2 Grade 8 Reading: 52% Q2 Grade 8 Math: 75% | |

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| 13 | Imagine Learning - English Learner Instructional Platform | 56 English Learners using Imagine Learning Platform 90% Average Lessons passed | | | 70 English Learners using Imagine Learning Platform 93% Average Lessons passed | |
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Goal Analysis for 2024-2025

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

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

Actions

| Action # | Title | Description | Total Funds | Contributing |
|----------|---|---|----------------|--------------|
| 1 | Smaller class sizes and reduce combination classes TK-6 | Lower class sizes provide low-income students and English learners with opportunities for more strategic and highly differentiated, small group instruction, higher quality feedback on their work, one-to-one assessments, and more personalized learning. Our class size averages in TK-3 are 22:1 or less. The ability to provide small, single grade level classes allows our low-income, English learners with opportunities for more strategic and highly differentiated, small group instruction, higher quality feedback on their work, one-to-one assessments, and more personalized learning. Our class size averages in grades 4-6 are 24:1 or less. This action is provided on a LEAwide basis because it will benefit and support the achievement for our English learners, low income and foster youth as well as all students. | \$3,439,417.00 | Yes |
| 2 | Middle School Supplemental Intervention and Enrichment programs | Middle School Supplemental intervention and enrichment courses during the day. Intervention, acceleration, enrichment, and AVID programs are programs targeting the needs of low-income students and English learners. Enrichment: For low-income students who lack exposure to martial arts, robotics, and other such enriching activities outside of school, funding such courses at our middle school provides access. Enrichment classes include robotics, yoga, martial arts, and book clubs. Intervention: The AVID program aims to support first-generation college-going students (as most of our low-income students are) in preparing for the path to college. Finally, we will provide intervention classes to support students needing additional after-school tutoring, in ELA and math based on achievement results. These classes benefit our low-income students who are unable to afford after-school tutoring or get help from their parents at home. We have added additional sections of designated ELD, allows EL students to receive more time and more targeted instruction than they would if designated ELD was incorporated as a time set aside within the ELA class. This action is provided on a schoolwide basis to strategically further the achievement of all students. | \$448,360.00 | Yes |
| 3 | PD Days, Professional Learning, Conferences, | We will provide ongoing professional learning for all staff, with four PD Days for certificated teachers and six days for classified staff. These sessions focus on enhancing teaching capacity to | \$485,917.00 | Yes |

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| | Trainings, Collaboration, Articulation | benefit low-income and English Learner students. Workshops and trainings are offered to build skills for improving education for these groups. Teachers and staff engage in data analysis, progress monitoring, and lesson design for differentiated instruction. Training also emphasizes creating positive, safe, and healthy school environments. With a focus on reading instruction, we're implementing evidence-based methods like the science of reading, crucial for addressing unfinished learning post-COVID. This approach has been proven effective in improving reading proficiency, particularly in early grades, closing achievement gaps, and benefiting disadvantaged students. Improving reading skills will also benefit math proficiency and increase math achievement. As students progress in their reading abilities, they'll also enhance their capacity to decipher math problems, tackle equations, hone their mathematical reasoning, and expand their mathematical vocabulary. This action is provided on a LEAwide basis because it will benefit and support the achievement for all students. | | |
| 4 | Supplemental ELD programming and interventions for students provided by ELD/Intervention Teachers | We will support EL students and low income students needing instructional support by having an ELD/Intervention teacher at each elementary school to provide supplemental, highly targeted instruction for small groups of English learners and low-income students who need reading intervention. For intervention groups, i-Ready achievement data determines the need. For EL groups, newcomers are provided additional ELD classes to build their language acquisition. This action is provided on a LEAwide basis because it will benefit and support the achievement for all students. | \$1,007,287.00 | Yes |
| 5 | Professional Development for Integrated and Designated ELD | Professional Development for the Instructional Needs of Multi-Lingual Learners: Designated and integrated ELD Professional Development for all teachers (i.e. Kagan, GLAD) facilitated by the district coordinator. PD will include focus on Typologies and ELD Coaching. RSD English Learner Progress Indicator (ELPI) decreased by 16 points per the 2023 CA Dashboard. In addition, Spring 2024 Shadowing Protocol Tool indicated that academic speaking for was limited to 26% for our Multi-lingual Learners and continued Professional Development to focus on Multi-lingual Learners with special needs. This professional development is provided on a LEAwide basis since all teachers work directly with English learners. In addition, the identified strategies and professional development for improved language acquisition will benefit instruction and achievement for all students. | \$197,861.00 | Yes |
| 6 | Computer Tech Aides and Multi-Media Library Aides | Schools need to provide Computer Tech Aides and Multi-media Library Aides for low-income and English learner students for several crucial reasons, primarily revolving around promoting educational equity, enhancing learning outcomes, and equipping students with necessary skills for the future. Computer Tech aides and multi-media library aides will be able to target instructional needs and one on one guidance to low income and English learners, who may not have access to technology at home. This approach addresses the "digital divide" referring to the gap between those who have easy access to computers and the internet, and those who do not. By providing computer tech aides and multi-media library aides, schools help ensure that all students, regardless of their home resources, have access to the same technological tools and support. This access is vital in a world where digital literacy is as fundamental as reading and writing. This support is essential for preparing students for an increasingly digital world and for promoting fairness in educational opportunities. This action is provided on a LEAwide basis to ensure equitable access of technology and library services to our all our students. | \$499,237.00 | Yes |
| 7 | Paraprofessionals to support small group instruction | Kinder Instructional Aides will be provided at each school to support small group designated ELD, reading, and math instruction to be principally directed to low income, English learners and foster youth. Instructional aides will be equipped through training and support in evidence-based reading and math instructional practices to target the instructional needs and provided differentiated instruction for our low income, English learners and foster youth. This action is provided on a LEAwide basis because it will benefit and support the achievement for all Kinder | \$637,639.00 | Yes |

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| | | students, including the needs of English learners, low income and foster youth. | | |
| 8 | Instructional Lead Teachers (District & Site) | <p>Lead Teachers collaborate with Educational Services and school principals to promote best practices in supporting English learners and low-income students in literacy, math, STEAM, educational technology, English Language Development, and other areas. They engage in action research and professional development on instructional approaches, apply strategies in their classrooms, and share their findings with colleagues.</p> <p>Research supports the effectiveness of this approach. A study by the Institute of Education Sciences found that coaching can significantly improve teaching practices and student achievement. Lead curriculum teachers ensure the consistent implementation of evidence-based practices and develop diagnostic and formative assessment systems, curriculum mapping, and lesson plans tailored to meet the needs of low-income and English Learner students. This approach helps these students master standards and achieve academic success. This action is provided on a LEAwide basis for all teachers to improve Tier I instruction, which improves the achievement for our all students.</p> | \$85,700.00 | Yes |
| 9 | Intervention Programs | <p>After school intervention classes provide much-needed tutoring and assistance for low-income students, English learners and foster youth needing additional help but unable to get it from parents or private tutors. Our schools provide academic interventions for low-income and English learner students to address the educational disparities that often arise from economic inequality. These targeted interventions are designed to ensure that students have access to the resources and support necessary to achieve academic success. Academic interventions can provide these resources at school and address these resource gaps by helping to level the playing field. These interventions are provided with extended learning opportunities such as after-school tutoring or summer programs, to provide additional instruction that can help catch up and keep up with peers.</p> <p>In essence, academic interventions are crucial for ensuring that low-income students receive the additional academic and socio-emotional support needed to succeed on equal terms with their peers, thereby promoting equity in educational outcomes. Providing intervention programs are provided on a LEAwide basis to increase the achievement of and meet the academic needs of all students.</p> | \$25,527.00 | Yes |
| 10 | Enrichment Opportunities | <p>Enrichment teachers and staff will be hired to provide after school, weekend, and summer enrichment opportunities. Enrichment classes and field trip experiences such as Mandarin, Spanish, music, robotics, and digital art afford low-income, English Learner and homeless/foster youth students the opportunity for supplemental exposure to the arts, science, foreign language, and more than their more affluent peers can receive through private classes. These extended enrichment opportunities are designed specifically to meet the needs of low-income students and English learners due to limited access to educational resources, less exposure to English in the home, and fewer opportunities for academic enrichment outside of school. Extended enrichment programs provide additional learning experiences that help bridge these gaps. For English learners, extended enrichment opportunities offer additional practice in listening, speaking, reading, and writing in English outside the regular classroom environment. This immersive experience is crucial for accelerating language acquisition and helping students gain confidence in their language skills.</p> <p>These enrichment learning opportunities expose students to a wider range of subjects and activities that might not be covered during the regular school day. For low-income students, who may not have the financial means to access such out of classroom experiences otherwise, this can be particularly academic. Extended enrichment opportunities are tailored to meet the unique needs of low-income students and English learners by providing additional academic support, language immersion, and exposure to a broader set of learning and cultural experiences. This</p> | \$101,761.00 | Yes |

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| | | action ignites new passions and interests, further building their curiosity and academic skills. This action is provided on an LEAwide basis to ensure the strategic, academic learning opportunities will benefit all student groups as well. | | |
| 11 | Supplemental Technology and Software | We will continue to purchase supplemental hardware, intervention instructional software, and other research-based programs to support low-income and English Learner students. Online instructional software provides opportunities for personalized and computer-adaptive instruction. For English Learners, the visual, audio, and translation services support their English development needs. Technology purchases will ensure our unduplicated pupil students will have access to resources and digital learning, with current, up to date instructional programs and devices. This action is provided on an LEAwide basis to ensure equitable access to technology and library services, which benefit all students. | \$102,629.00 | Yes |
| 12 | Supplemental Instructional, Project-Based Learning/STEAM Materials, Supplies, Subscriptions | Provide rigorous high-interest, high-engagement supplemental instructional materials and experiences such as Science, Technology, Engineering, Arts, and Math (STEAM) programs, project-based learning, and AVID so that low-income, homeless, and foster youth students gain exposure to real-world applications of learning that they are unlikely to get outside of school. Provide multilingual library books, magazine subscriptions, and other supplemental materials to help English learners with literacy development. English Language Arts. This action is provided on a LEAwide basis to support the achievement of all students. | \$180,634.00 | Yes |
| 13 | Artist in Residency Programs | Schools provide low-income and English learner students opportunities in artist-in-residency programs for many reasons that support both their educational and personal development. Low-income and English learner students often have fewer opportunities to engage with the arts outside of school. In RSD 86% of our elementary students had never or rarely experienced an music and art instruction before the implementation. Artist-in-residency programs bring professional artists into schools to work directly with students, providing exposure to various artistic disciplines that these students might not otherwise experience. This exposure can ignite new interests and passions and can be particularly transformative. Engagement in the arts has been linked to improved academic outcomes and vocabulary development. The action is provided on an LEAwide basis to benefit all students' academic and vocabulary growth. Participating in arts education can help improve all students' memory and recall, enhance verbal and math skills, and foster critical thinking and problem-solving abilities. This aspect of artist-in-residency programs underscores the role of schools in broadening horizons and nurturing the ambitions of all students, regardless of their socioeconomic background. Recent research, including studies by the National Endowment for the Arts, emphasizes the significant benefits of arts education, particularly for students from low-income backgrounds (National Endowment for the Arts, 2012). Integrating artist-in-residency programs in these schools allows direct interaction between students and professional artists, offering rich, hands-on learning experiences across various artistic disciplines. Artist-in-residency programs are essential in providing equitable and comprehensive education, preparing students for both academic success and a richer, more engaged life. | \$25,000.00 | Yes |
| 14 | Induction/Beginning Teacher Support | Beginning teachers are provided with a mentor and professional development opportunities to enhance their skills in teaching and supporting the specific needs of low income and English learner students. The beginning teachers are provided guidance for strategies for differentiated instruction skills to effectively support low income and English learner students. Specifically for teaching English learners, new teachers are taught strategies for building language acquisition and literacy. This action is implemented LEAwide, so all students benefit from improved instruction | \$32,286.00 | Yes |

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| | | and results in increased academic achievement. | | |
| 15 | Focused Support for LTELs and At-risk LTELs | Focused Support for AR-LTELS and LTELS: Language Acquisition Programs to Focus instructional time on LTEL needs (i.e. Journalism class). AR-LTELS and LTELS have unique challenges that hinder their academic progress and language acquisition. Tailored services, including targeted classes within the school day or after school will help address specific language learning needs, facilitate better comprehension and more effective communication in English. By fully analyzing ELPAC data, we will be able to identify the gaps for needed instruction and ELD materials designed for vocabulary development. Our goal is to identify the academic needs and to close the achievement gaps to support their reclassification to RFEP status. This action is targeted to the needs of Long Term English learners (LTELS) and students at-risk of LTELS. | \$5,000.00 | Yes |

Goal

| Goal # | Description | Type of Goal |
|--------|---|--------------|
| 3 | Empowered Leadership: Develop life-ready leaders by supporting students socially and emotionally, teaching leadership, creating a culture of student empowerment, and aligning systems. | Broad Goal |

State priorities address by this goal.

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An explanation of why the LEA has developed this goal.

We believe that creating a healthy, safe, and welcoming learning environment where the needs of the whole child are met is essential for students to thrive academically, socially, and emotionally. Promoting a sense of shared leadership at all levels empowers our educational community. Input from educational partner surveys suggests that providing social-emotional support is a high priority for our families, teachers, staff, and students. Goal 3 is a maintenance goal focused on maintaining and refining districtwide signature programs such as the Leader in Me/7 Habits and Positive Behavior Intervention and Supports (PBIS) to build leadership capacity in students, foster a positive learning environment, and support students emotionally and socially. By implementing these listed actions and monitoring the identified metrics, we will ensure progress and achievement towards this goal.

Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|---|---|----------------|----------------|--|----------------------------------|
| 1 | Chronic Absenteeism(CA Dashboard) for all students and student groups | 2023 CA Dashboard All Students: 9.3% Chronically Absent Hispanic: 17.5% Chronically Absent SED: 10.5% Chronically Absent SWD: 15.6% Chronically Absent English Learners: 7.9% Chronically Absent Asian: 2.8% Chronically Absent Homeless: 40.7% Chronically Absent | | | 2026 CA Dashboard All Students: 8.3% Chronically Absent (decrease 1 point) Hispanic: 14.5% Chronically Absent (decrease 3 points) SED: 8.5% Chronically Absent (decrease 2 points) SWD: 12.6% Chronically Absent (decrease 3 points) English Learners: 6.9% Chronically Absent (decrease 1 point) Asian: 2.3% Chronically Absent (decrease 0.5 point) Homeless: 30.7% Chronically Absent (decrease 10 points) | |

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|---|---|---|--|--|---|--|
| 2 | Suspension Rate (CA Dashboard) for all students and student groups | 2023 CA Dashboard All Students: 1.7% Suspended Hispanic: 3.3% Suspended SED: 1.8% Suspended SWD: 3.4% Suspended English Learners: 1.7% Suspended Asian: 0.6% Suspended | | | 2026 CA Dashboard All Students: 1.2 % Suspended Hispanic: 1.8 % Suspended SED: 1.3% Suspended SWD: 2.4% Suspended English Learners: 1.2% Suspended Asian: 0.5% Suspended | |
| 3 | Expulsion Rate | 0 Students Expelled (Dataquest 2022-23) | | | Maintain 0 Students Expelled (Dataquest 2025-26) | |
| 4 | Positive Behavioral Interventions and Supports (PBIS Recognition Level) | 2023-24 2 of 5 Rosemead Schools have attained Platinum level 3 of 5 Rosemead Schools have attained Silver level | | | 2026-27 5 of 5 Rosemead Schools will attain Platinum level | |
| 5 | Attendance Rate | Attendance rate for 2022-2023 was 95.54 (CALPADS) | | | 2025-26 Attendance Rate will be 97% | |
| 6 | Middle School Dropout Rate | 2022-23 CALPADS: 3 students dropped out (or left school and did not reenroll in another California public school) | | | 2025-26 CALPADS: 0 students will drop out (or leave school and not reenroll in another California public school) | |
| 7 | School Connectedness: California School Climate, Health and Learning Survey (CalSCHLS). | California Healthy Kids Survey (Spring 2024) Data from the School District Climate Report Card School Connectedness - Subdomains and survey items comprise the scales/measures listed, For Elementary 1) Do you feel close to people at/from this school? 2) Are you happy to be | | | Spring 2027 California Healthy Kids Survey (+5) Elementary Students: 70% Middle School Students: 60% Teacher/Staff Connectedness: School is a supportive/inviting place for staff to work Elementary Teachers/Staff: 98% Middle School Teachers/Staff: 95% | |

at/with this school? 3) Do you feel like you are part of the school? 4) Do teachers treat students fairly? 5) Do you feel safe at school?

For Middle School: 1. I feel close to people at/from this school. 2) I am happy with/to be at this school. 3) I feel like I'm a part of this school. 4) The teachers at this school treat students fairly. 5) I feel safe in my school.

Elementary Students:
65% indicate "Yes, most of the time" or "Yes, all of the time".

Middle School Students:
55% indicate "Agree" or "Strongly Agree"

Teacher/Staff

Connectedness: School is a supportive/inviting place for staff to work

Elementary

Teachers/Staff: 95%

Middle School

Teachers/Staff: 92%

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| 8 | Leader in Me MRA Survey | <p>2024: 100% of Rosemead Schools hold Leader in Me Lighthouse Status; 4 schools are Lighthouse Schools.</p> <p>1 School holds Legacy Status</p> <p>2024 LIM MRA Average Scores</p> <p>-Leadership: 76</p> <p>-Culture: 77</p> <p>-Academics: 73</p> | | | <p>2027 LIM MRA Average Scores (+5)</p> <p>-Leadership: 81</p> <p>-Culture: 82</p> <p>-Academics: 78</p> | |
| 9 | Spring, 2024 CalSCHLS Data: Positive response to the questions with statements about safety at school. | <p>Spring, 2024 CalSCHLS Data: Positive response to the questions with statements about safety at school (Students: Do you feel safe at school? (elementary), How safe do you feel when you are at school? (middle); Students</p> <p>5th Grade: 72% indicating 'Yes, most of the time' or 'Yes, all of the time'</p> <p>6th Grade: 79% indicating 'Yes, most of the time' or 'Yes, all of the time'</p> <p>7th Grade: 58%, indicating 'Safe' or 'Very Safe'</p> <p>8th Grade: 64% indicating 'Safe' or 'Very Safe'</p> <p>Parents</p> <p>School is a Safe Place for My Child</p> <p>Parents indicating 'Agree'</p> | | | <p>Spring, 2027 CalSCHLS Data: Positive response to the questions with statements about safety at school (Students: Do you feel safe at school? (elementary), How safe do you feel when you are at school? (middle); Students (+5)</p> <p>5th Grade: 77% indicating 'Yes, most of the time' or 'Yes, all of the time'</p> <p>6th Grade: 84% indicating 'Yes, most of the time' or 'Yes, all of the time'</p> <p>7th Grade: 63%, indicating 'Safe' or 'Very Safe'</p> <p>8th Grade: 69% indicating 'Safe' or 'Very Safe'</p> <p>Parents</p> <p>School is a Safe Place for My Child</p> <p>Parents indicating 'Agree' or 'Strongly Agree'</p> <p>Elementary Parents: 100%</p> <p>Middle School Parents: 91% (+5)</p> <p>Teachers/Staff</p> <p>This school is a safe place for students.</p> <p>Teachers/staff indicating 'Agree' or 'Strongly Agree'</p> <p>Elementary Teachers/Staff:</p> | |

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| | <p>or 'Strongly Agree' Elementary Parents: 96.7% Middle School Parents: 86%</p> <p>Teachers/Staff This school is a safe place for students. Teachers/staff indicating 'Agree' or 'Strongly Agree' Elementary Teachers/Staff: 98% Middle School Teachers/Staff: 100%</p> | | | <p>100% Middle School Teachers/Staff: 100%</p> | |
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Goal Analysis for 2024-2025

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

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

Actions

| Action # | Title | Description | Total Funds | Contributing |
|----------|------------------------------|---|--------------|--------------|
| 1 | Leader In Me (LIM) Materials | <p>We will continue to support school sites to purchase "Leader in Me" (LIM) professional development, coaching, materials, and supplies to promote positive school culture, particularly since school culture can be the foundation for success and academic achievement for low-income students and foster youth.</p> <p>"Leader in Me" is a holistic education model inspired by Stephen Covey's "The 7 Habits of Highly Effective People." It is particularly beneficial for low-income and foster youth students due to its comprehensive approach to character education, leadership skills, and a positive school culture. For low-income and foster youth students, who may face various social and economic challenges, "Leader in Me" offers a framework that empowers them by focusing on Developing Personal Leadership: The program teaches students fundamental leadership principles that help them navigate their own lives and take initiative. By learning to set goals, take responsibility for their actions, and proactively solve problems, students from low-income and foster youth backgrounds can build a sense of agency and control over their circumstances. The program also equips</p> | \$135,268.00 | Yes |

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| | | students with critical life skills that are important for long-term success. These skills include effective communication, teamwork, and creative problem-solving. "Leader in Me" aims to mitigate some of the educational challenges faced by low-income and foster youth students by giving them tools and skills that enhance their learning experiences and prepare them for future challenges. This makes it a valuable program for schools serving economically diverse or underserved populations. This action is provided on a LEAwide basis because it is designed to benefit and support the academic achievement and character development for our low income and foster youth students and at the same time, the seven habits is beneficial for all students. | | |
| 2 | Positive Behavior Interventions and Support (PBIS) Materials | We will continue to support school sites to purchase PBIS coaching, materials, and supplies to promote a positive school culture. Teaching and supporting positive behaviors schoolwide can result in improved attendance rates and greater academic achievement for low-income students. This action supports equitable access for low income, including our homeless population which indicated over 40% chronic absenteeism rate and foster youth at 25%. This action is provided on a LEAwide basis because it will benefit and support the social and emotional needs for all students. | \$100,250.00 | Yes |
| 3 | Leader in Me (LIM) Licenses, Positive Behavior Interventions and Support (PBIS) & SWIS Licenses | Leader in Me is endorsed by Collaborative for Academic, Social, and Emotional Learning (CASEL) as an evidence-based social-emotional learning process. Social-emotional learning (SEL) skills such as perseverance, self-control, and optimism are essential tools for improving low-income students' achievement. We will continue to enhance and expand the capacity of schools to integrate LIM into daily lessons to provide SEL and develop leadership skills. Ongoing professional learning and coaching will also continue. PBIS will also continue to support schools in identifying, plan, implementing and monitor early behavioral interventions. As schools engage in SEL behaviors, the school culture positively transforms into one that is safe, supportive, and engaging. This is provided on a LEAwide basis to ensure the behavioral and academic support for all our students. | \$75,867.00 | Yes |
| 4 | Psychologists & Counselors | We will continue to provide in-house social-emotional support and mental health services to low-income students and homeless/foster youth who may not have access to these services outside of school. These psychologists and counselor will provide districtwide mental health services targeted to support the needs of low income students. The middle school counselor will also provide academic guidance to students whose parents may be less able to help them with academic programs. This action is targeted to the needs of low income and foster youth students, and will also serve the needs of Hispanic and students with disabilities, who also will benefit from academic guidance and mental health services. This action is provided on a LEAwide basis because it will benefit and support the social and emotional needs for all students. | \$615,168.00 | Yes |
| 5 | Social-Emotional/Mental Health Services | In addition to our in-district counselors and school psychologists, we will also collaborate with outside community partners to provide social-emotional/mental health services for At-Promise, low-income, homeless, and foster youth students. This action is implemented on a LEA-wide basis to support the success of all students, including low-income and foster youth. It also addresses the needs of Hispanic students and students with disabilities, who will benefit from academic guidance and mental health services. This action is provided on a LEAwide basis because it will benefit and support the social and emotional needs for all students. | \$35,000.00 | Yes |
| 6 | Health Aides | In low-income areas, school health aides are essential for enhancing student health and academic performance. They provide immediate medical care, manage chronic conditions, and offer health education for families and students. By administering medications and first aid, they ensure students can stay in school and focus on learning. With this medical support for students, health aides are able to help increase school attendance rates and decrease chronic absenteeism rates. School health aides also coordinate care between schools, families, and healthcare providers, building trust and fostering a supportive environment. Their presence is crucial for improving | \$281,677.00 | Yes |

student well-being and creating a healthier school community. This action is to improve and support the well being and health of our low income and foster youth. It also addresses the health service needs of Hispanic students and students with disabilities, who show higher rates of chronic absenteeism. This action is provided on a LEAwide basis because it will benefit and support the attendance and well-being for all students.

Goal

| Goal # | Description | Type of Goal |
|--------|--|--------------|
| 4 | Meaningful Connection: Every family is connected, engaged, and supported in helping their student at home. | Broad Goal |

State priorities address by this goal.

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An explanation of why the LEA has developed this goal.

Research indicates that parent engagement significantly influences student success, with schools playing a crucial role in facilitating this involvement. Our schools offer various opportunities for parent engagement, guided by their feedback. Parent workshops, particularly popular among low-income and non-English-speaking families, focus on areas where they seek more support, such as academic assistance for their children. Community feedback from LCAP and DELAC meetings has highlighted a demand for more frequent workshops and enhanced translation services. To address this, Goal 4 aims to empower parents through additional resources like expanded translation services, community liaisons, and improved communication strategies. By implementing these listed actions and monitoring the identified metrics, we will ensure progress and achievement towards this goal.

Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|--------|----------|----------------|----------------|---------------------------|----------------------------------|
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| 1 | Parent Input in Decision-Making | <p>2023-24 Average Attendance Rate for DELAC/DAC Meetings: 9 Parents 100% DELAC/DAC meetings reflect parental input on district processes or decisions. 85% of School Site Council (SSC) Meetings have quorum per sign in sheets (2023-24). Average Parent Attendance for LCAP Input Meetings: 25 (Spring 2024) Parent Responses for Parent/Community LCAP Survey: 144 Responses (Spring 2024)</p> | | | <p>Average Attendance Rate for DELAC/DAC Meetings: 18 Parents 100% DELAC/DAC meetings will reflect parental input on district processes or decisions. 100% School Site Council (SSC) will have quorum per sign in sheets (2026-27) Average Parent Attendance for LCAP Input Meetings: 50 (Spring 2027) Parent Responses for Parent/Community LCAP Survey: 150 Responses (Spring 2027)</p> | |
| 2 | CalSCHLS Survey: Parent Survey | <p>2024 Parent Involvement in Schooling: Elementary 66% Average reporting "Yes, most of the time" or "Yes, all of the time" 2024 CalSCHLS Survey: Middle School School Actively Seeks the input of parents before making important decisions. 70% Strongly Agree or Agree School encourages me to be an active partner with the school in educating my child. 78% Strongly Agree or Agree (17% Disagree)</p> | | | <p>2027 Parent Involvement in Schooling: Elementary 71% Average reporting "Yes, most of the time" or "Yes, all of the time" 2027 CalSCHLS Survey: Middle School School Actively Seeks the input of parents before making important decisions. 80% Strongly Agree or Agree School encourages me to be an active partner with the school in educating my child. 88% Strongly Agree or Agree</p> | |

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| 3 | 2027 CalSCHLS Parent Survey | <p>2024 CalSCHLS Survey: Parents Middle School responded "strongly agree" or "agree" to questions about student learning environment.</p> <p>78% Teachers communicate with parents about what students are expected to learn in class.</p> <p>78% This school has adults who really care about students.</p> | | | <p>2027 CalSCHLS Survey: Parents Middle School will respond "strongly agree" or "agree" to questions about student learning environment.</p> <p>81% Teachers communicate with parents about what students are expected to learn in class.</p> <p>81% This school has adults who really care about students.</p> | |
| 4 | Parents Attendance | <p>2023-2024</p> <p>19 Parent/Child Enrichment Trips</p> <p>324 Parents attended at least one academic enrichment trip with their child</p> <p>103 Parents attended more than one enrichment trip with their child. Survey 1-4 Survey Scale: How engaged was your child during the enrichment trip? 3.8</p> <p>Total students attending enrichment trips: 574</p> <p>Total low income students attending enrichment trips (Free/reduced lunch): 377</p> <p>Total students attending enrichment trips with their parent: 411</p> <p>Total low income parents attending trips: 271</p> | | | <p>25 Enrichment trips will be available for parents and children</p> <p>400 Parents will attend at least one academic enrichment trip with their child. Survey Scale 1-4: How engaged was your child during the enrichment trip? 3.8</p> <p>Total low income student enrichment trip (Free/reduced lunch): 400</p> <p>Total low income parents attending trips: 300</p> | |

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| 5 | Parent Attendance for Parent Workshops | 2023-24 Parent attendance rates were 7-18 parents each parent workshop session. Average attendance 10 parents. | | | 2026-27 Average attendance 20 parents for each Parent workshop session. |
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Goal Analysis for 2024-2025

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

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

Actions

| Action # | Title | Description | Total Funds | Contributing |
|----------|---|--|-------------|--------------|
| 1 | Parent/Family Workshops and Trainings | We will continue to build strong partnerships with parents to support low-income, homeless, foster youth, and English Learner students. We'll offer parent orientations, education workshops (e.g., Food For Thought Parent Workshop Series covering topics like English Language Development, internet safety, homework support, and nutrition), Parent Institute Academy (PIA), and family events like math, literacy, and STEAM nights. Tailored workshops for English Learner parents will address language barriers, cultural differences, and navigating the education system. These workshops are offered in multiple languages with translation services to ensure accessibility and engagement for all parents. This action is provided on a LEAwide basis to benefit all parents and thereby improve the student achievement. | \$52,574.00 | Yes |
| 2 | Student and Family Engagement Field Trips & Workshops | <p>We will build strong partnerships with our parents and families to help low-income, homeless, foster youth, and English learner students whose parents may need support guiding their children through school. We will provide parent orientations, parent education workshops on topics (such as supporting English language development and understanding college financing), family events such as math and literacy nights and weekend field trips to places like museums.</p> <p>Enrichment opportunities, workshops, and field trips involving parents and students are especially beneficial for low-income families and parents of English learners, enhancing educational outcomes and engagement. Studies have shown that such parental involvement is linked to better academic performance, increased student motivation, and broader educational experiences (Henderson & Mapp, 2002; Coleman, 2012; Falk & Dierking, 2000). These activities also offer important social and emotional benefits and foster a sense of community (Sheldon & Epstein, 2005). Additionally, they provide cultural connections that validate students' identities (Banks, 2004) and empower parents by increasing their understanding of the educational process, enabling them to support their children more effectively.</p> <p>This action is provided on a LEAwide basis to benefit all parents and thereby the student achievement. By incorporating parents into these educational activities, schools can build</p> | \$5,000.00 | Yes |

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| | | stronger, more inclusive communities that support the success of all students. | | |
| 3 | Parent/Community Communication Tools | To facilitate school-home and district-home communication with low-income, foster youth and multilingual parents, we will use communication systems that post messages in multiple formats (text, voice message, email, social media) and multiple languages, send out mailers, and post signs and banners on campus to promote school initiatives. 70.3% Parents speak a language other than English and require translated communications. This action is provided on a LEAwide basis to benefit the communication and building connections with all parents, which thereby will increase student and parent connectedness. | \$59,500.00 | Yes |
| 4 | Translators | Our multilingual translators and interpreters provide additional translations for parents during district and school-level events/meetings for English Learner families. They also provide additional written translations for all documents, flyers, and other printed/digital materials. | \$34,732.00 | Yes |
| 5 | Community Liaisons | <p>Students and families of low income, English learners and foster youth need additional support and outreach to fully engage in school community and support their child in academic progress. School community liaisons are instrumental in fostering strong, beneficial connections between schools, families, and the broader community. In today's diverse educational landscape, the role of a school community liaison is more crucial than ever. Positioned at the crossroads between schools, families, and the broader community, these professionals are pivotal in creating a harmonious educational environment that benefits all educational partners.</p> <p>School community liaisons excel in fostering clear and effective communication. This is particularly important in schools serving multicultural populations, where language barriers can otherwise prevent meaningful interaction. Liaisons bridge these gaps, offering translations and providing cultural context that makes communication not just possible but impactful, ensuring that all families feel informed and connected. This service meets the needs of low-income families, to explicitly and at times, individually connect with each family about the schools' curriculum, programs, events, assessments and committees and more. The liaisons also connect with families to bridge cultural and language barriers for families who speak another language at home.</p> <p>Their work extends deeply into supporting student success. Recognizing and addressing the unique challenges faced by students, especially those at risk due to socioeconomic factors or language barriers, liaisons connect students and their families with essential resources like tutoring, counseling, and health services. This tailored support is a cornerstone in promoting educational equity and ensuring every student has the opportunity to succeed.</p> <p>Parental involvement is another critical area enhanced by the efforts of school community liaisons. They actively work to draw parents into the educational process, organizing events and workshops designed to demystify the school system and highlight the vital role parents play in their children's education. This involvement is key to boosting academic outcomes, as engaged parents foster a home environment conducive to learning.</p> <p>This action is provided on a LEAwide basis to benefit the communication and building connections with all parents, which thereby will increase student and parent connectedness.</p> | \$160,000.00 | Yes |

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

| Total Projected LCFF Supplemental and/or Concentration Grants | Projected Additional 15 percent LCFF Concentration Grant |
|---|--|
| \$7,438,199.00 | \$853,036.00 |

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 |
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| 31.10% | 0.00% | \$0.00 | 31.10% |

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

| Goal and Action #(s) | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|--------------------------------|---|---|---|
| <p>Goal 2, Actions 1 and 7</p> | <p>Need: To provide small group targeted instruction to better meet the academic needs of low income and English learner students which shows underperformance in reading and math mastery.</p> <p>Data: In Reading, 56% of SED students are at/above grade level in i-Ready (Diagnostic 3) in contrast to 67% of non SED students. 39% of English learner students are at/above grade level in reading in i-Ready (Diagnostic 3) in contrast to 71% of students who are not English learners.</p> <p>In math, 52% of SED students are at/above grade level in reading in i-Ready (Diagnostic 3) in contrast to 66% of non SED students. 43% of English learner students are at/above grade level in reading in i-Ready (Diagnostic 3) in contrast to 65% of students who are not English learners. Small group instruction in elementary schools is essential for improving student learning outcomes. Research shows that students in small groups achieve more significant academic progress. According to the National Education Association, students in small groups can advance up to 30% more quickly than their peers in larger groups. This focus allows for individualized attention, immediate feedback, and tailored instruction to meet each student's needs.</p> <p>Additionally, teacher and parent feedback from LCAP Surveys and in-person input sessions indicated continued focus on small class sizes to support small group instruction and better meet the needs of the students.</p> | <p>As Described in Goal 2, Actions 1 and 7</p> | <p>CHKS Elem School Connectedness (G3.Metric7) CHKS Elem Caring Relationships i-Ready reading results (G2 Metric 3) i-Ready math results (G2 Metric 4)</p> |

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| <p>Goal 2, Action 3</p> | <p>Need: Low income and English learner students need improved reading instruction aligned to the science of reading to improve reading results.</p> <p>Data:</p> <p>The Spring 2023 CAASPP results show that only 57% of students in Rosemead School District met or exceeded the grade-level standards in reading. Similarly, local i-Ready assessments indicate a 59% grade-level proficiency in reading. Notably, the i-Ready Diagnostic 3 reveals that 25% of students from kindergarten through sixth grade lack proficiency in phonics, and 26% of kindergarteners and 46% of first graders have not achieved mastery in phonological awareness.</p> <p>In i-Ready, 56% of socioeconomically disadvantaged students performed at/above grade level in reading as compared to 67% of students not socio-economically disadvantaged students. 39% of our English learners performed at/above grade level in reading as compared to 71% not English learners.</p> <p>These findings underscore the urgent need for professional development in the science of reading, which emphasizes the critical importance of foundational reading skills for developing reading comprehension.</p> | <p>As Described in Goal 2, Action 3.</p> | <p>i-Ready overall reading results (G2 Metric 3) i-Ready Domains of Phonological Awareness, Phonics and vocabulary.</p> |
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| <p>Goal 2, Actions 4 and 5</p> | <p>Need: English learners need targeted and increased ELD designated and integrated instruction with increased opportunities for academic language development. Low income students and English learners need supplemental, targeted reading intervention based on i-Ready domain results.</p> <p>Data: In RSD Baseline Data (Spring 2024) Achievement data for our English learners indicate a targeted need for actions to meet the needs of English learners. The English Learner Progress Indicator (ELPI) on the 2023 CA Dashboard data indicates 16.4 point decline from 2022 to 2023, showing only 49.7% of English Learners making progress in the language acquisition. After implementing the ELL Shadowing Tool, it showed that our English learners engage in Academic speaking 26% of the time (Student to student, teacher, small group or whole class.) English learner reading results show only 39% at/above grade level in contrast to 71% of non- English learners. English learners represent 38% of our student population. This significant decline in ELPI and disparity between English learners and non-English learner demonstrates the essential need for ELD professional development teachers, all of whom work with EL students as well as supplemental ELD programs and interventions. Our i-Ready results (2024 diagnostic #3) for vocabulary shows a disparity between low income at 53% met/exceeded in contrast to non low income students at 64% met/exceeded. For English learners, 37% performed at/above in vocabulary in contrast to 68% non English learners.</p> | <p>As Described in Goal 2, Actions 4 and 5</p> | <p>MLL Shadowing Protocol Tool (G2 Metric 10) English Learner Progress Indicator (G2 Metric 1) i-Ready vocabulary results (G2 Metric 3)</p> |
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| <p>Goal 2, Action 8</p> | <p>Need: Ongoing support and coaching for all teachers, in order to best meet the academic needs of low income and English learner students for best Tier 1 instruction.</p> <p>Data: In Reading, 56% of SED students are at/above grade level in i-Ready (Diagnostic 3) in contrast to 67% of non SED students. 39% of English learner students are at/above grade level in reading in i-Ready (Diagnostic 3) in contrast to 71% of students who are not English learners. In math, 52% of SED students are at/above grade level in reading in i-Ready (Diagnostic 3) in contrast to 66% of non SED students. 43% of English learner students are at/above grade level in reading in i-Ready (Diagnostic 3) in contrast to 65% of students who are not English learners.</p> <p>Instructional leads enhance teaching quality by supporting and coaching teachers in effective strategies and helping them master content standards at the site and classroom level. They provide needed professional development, ensuring consistent curriculum implementation of curriculum and fostering continuous improvement. They build the overall capacity of the teaching staff, leading to sustained educational improvements. This provides an integral part of the professional development model.</p> | <p>As Described in Goal 2, Action 8</p> | <p>i-Ready overall reading results and i-Ready results in Phonological Awareness, Phonics and Vocabulary (G2 Metric 3) i-Ready overall math results (G2 Metric 8)</p> |
| <p>Goal 2, Actions 10 and Goal 4, Action 2</p> | <p>Need: To provide low income students and their families extended enrichment learning opportunities to excel the students' academic progress. By providing the enrichment with parents as well, we enhance and foster improved parent engagement focused on the student learning.</p> <p>Data: Parents need additional enrichment learning opportunities. Per our parent survey (183 respondents), 61.7% stated they have never had an academic outing enrichment experience with the child. 82% indicated they had never experienced music and art enrichment. In addition, LCAP Parent input sessions and</p> | <p>As Described in Goal 2, Actions 10 and Goal 4, Action 2</p> | <p>Student Attendance on Enrichment Trips Parent Attendance on Enrichment Trips (G4 Metric 4) Student Engagement per Parent Survey Academic Discussion per Parent Survey</p> |

surveys communicate the need for more enrichment activities for students and families together. Parent survey feedback included "more activities to involve parents in school", "There should be more parent child field trips", "The school district should arrange more of these kinds of trips", "Please add more trips. Not only do we expand our knowledge, but allows us to spend quality time one on one with our child." This year, we introduced educational and instructional activities. After each enrichment trip, parents are surveyed, "Has your child ever had this type of experience before?" Responses are measured on a 1-4 Likert scale, with 4 indicating that they have never had this experience before. 71% parents indicated they have never or rarely been exposed to this learning experience. This exposure ignites new passions and interests, further building their curiosity. Parents were also asked how much families discussed the learnings from the trip on a 1-4 scale. The results of 3.25 indicates they are continuing the academic understanding.

Data indicates there is a disparity in reading performance with the all students and low income students as indicated in the i-Ready results. This action will support this academic need for our low income students.

K-6 Overall Placement in Reading (2024 i-Ready Diagnostic #3)

59% All Students at/above grade level

56% Students Economically Disadvantaged at/above grade level

Vocabulary Domain:

56% All students at/above grade level

64% Student Not economically disadvantaged at/above grade level

53% Students Economically Disadvantaged at/above grade level

Total students attending enrichment trips: 574

Total low income student students attending enrichment trips (Free/reduced lunch): 377

Total students attending enrichment trips with their parent: 411

Total low income parents attending trips: 271

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| <p>Goal 2, Action 2</p> | <p>Need: To improve reading , math and science achievement support for low income and English learner middle school students, with effective supplemental strategies.</p> <p>Data:</p> <p>SBAC English Language Arts 2023 62.35% All students met/exceeded standard 59.65% SED students met/exceeded standard in contrast to 72.64% of non-SED students. 12.12% EL students met/exceeded standard in contrast to 69.82% of non-EL students.</p> <p>SBAC Math 2023 51.36% All students met/exceeded standard 47.16% SED students met/exceeded standard in contrast to 66.97% of non-SED students. 11.43% EL students met/exceeded standard in contrast to 57.66% of non-EL students.</p> <p>CAST Science 2023 37.87% All students met/exceeded standard 36.75% SED students met/exceeded standard in contrast to 42.11% of non-SED students. 0% EL students met/exceeded standard in contrast to 43.46% of non-EL students.</p> <p>AVID Students: Q2 Grade 7 Reading: 44.4% Q2 Grade 7 Math: 56.5% Q2 Grade 8 Reading: 45.8 % Q2 Grade 8 Math: 70.8%</p> <p>As compared to all students: Q2 Grade 7 Reading: 39.1% Q2 Grade 7 Math: 56.9% Q2 Grade 8 Reading: 48.9 % Q2 Grade 8 Math: 72.8%</p> | <p>As Described in Goal 2, Actions 2 and 12</p> | <p>STAR Reading Results Q3 (G2 Metric 12) SBAC (G2 Metrics 4 & 5) and CAST Results (G2 Metric 6) AVID Student Cohort</p> |
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| <p>Goal 2, Actions 9 and 12</p> | <p>Need: There is a need for targeted interventions for reading and math for low income students and English learners performing below standard.</p> <p>Data: There is a gap in i-Ready reading and math results for economically disadvantaged. Diagnostic #3 - Reading 44% below grade level. (34% not economically disadvantaged) Diagnostic #3 - Math 48% below grade level. (34% not economically disadvantaged).</p> <p>There is a gap in i-Ready reading and math results for English learner. Diagnostic #3 - Reading 60% below grade level. (28% not English learner) Diagnostic #3 - Math 57% below grade level. (35% not English learner).</p> | <p>As Described in Goal 2, Actions 9 and 12</p> | <p>i-Ready results Reading and Math (G2 Metrics 3 & 8)</p> |
| <p>Goal 2, Actions 6 and 11</p> | <p>Need: To provide our low income and English learners instruction, support in technology and library support to best meet their academic needs and ensure success in digital learning.</p> <p>Data: Per Education Trust - West, only 80% of low income students have access to reliable internet and high quality technology. There is lower percentage of low income and English learner students (80%) with household access to reliable internet and high quality technology programs, as compared to their affluent peers. Additional and specific digital platforms and programs develop and support language acquisition for our English learners. We have 56 English learners using a specific platform to develop their progress in English, with a 90% Average lessons passed. Disparity between i-Ready vocabulary of English learners and non-English learners is 37% at/above in contrast to 68%, respectively. Foster youth and homeless i-Ready achievement data not available.</p> | <p>As Described in Goal 2, Action 6 and 11.</p> | <p>Imagine Learning Pass Rate (G2 Metric 13)</p> |

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| <p>Goal 3, Actions 1 and 3</p> | <p>Need: Due to overall local and state reading and math results (baseline data in G2 Metrics 3, 4, 5 and 8) that are below grade level for low income and foster youth, there is a need to provide additional support and guidance in Leader in Me and the 7 Habits for students. Leader in Me and 7 Habits provide support and instruction for low income students and foster youth to learn positive habits for a foundation of success and academic empowerment. Students set weekly academic goals to further the ownership of their own learning in reading and math.</p> <p>Data: In Reading, 56% of SED students are at/above grade level in i-Ready (Diagnostic 3) in contrast to 67% of non SED students. In math, 52% of SED students are at/above grade level in reading in i-Ready (Diagnostic 3) in contrast to 66% of non SED students.</p> <p>2024 100% of Rosemead Schools hold Leader in Me Lighthouse Status; 4 schools are Lighthouse Schools. 1 School holds Legacy Status</p> <p>2024 LIM MRA Average Scores -Leadership: 76 -Culture: 77 -Academics: 73</p> | <p>As Described in Goal 3, Actions 1 and 3</p> | <p>Increase the Leader in Me MRA Scores for Leadership, Culture and Academics. (G3 Metric 8) Maintain all 5 school to hold Leader in Me Lighthouse Status. i-Ready reading and math results (G2 Metrics 3 & 8)</p> |
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| <p>Goal 3, Action 2</p> | <p>Need: To explicitly teach positive work habits and behaviors to low income, foster youth and homeless students in order to build a positive school culture due to the disparity of outcomes. Teaching positive behaviors and thereby creating a improved and positive school culture, will result in improved attendance rates. Parent survey feedback supported this need and included statements as "Provide opportunities for stress relieving activities", "More guidance and one on one interaction", "Give students a chance before discipline", "teach teamwork activities" and "Help kids build their socialization/communication skills with confidence."</p> <p>Data: Chronic Absenteeism, per 2023 CA Dashboard. All Students: 9.3% Chronically Absent SED: 10.5% Chronically Absent Homeless: 40.7% Chronically Absent Foster Youth: 25% Chronically Absent</p> <p>PBIS Recognition Level, indicates fidelity to the PBIS strategies: 3/5 Rosemead Schools have attained Silver Level</p> | <p>As Described in Goal 3, Action 2</p> | <p>PBIS Recognition Level (G3 Metric 4) Chronic Absenteeism (G3 Metric 1)</p> |
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| <p>Goal 3, Actions 4 and 5</p> | <p>Need: To provide increased levels of counseling services to implement districtwide SEL support targeted and designed for low income students, including foster youth and homeless. Low income, foster youth and homeless students need additional counseling and support services to improve their school connectness.</p> <p>The objective is to increase school connectedness and decrease chronic absenteeism. Parent survey feedback results include "Offer counseling for emotional growth", "Talk to students more often about how they feel", "More talk to each kid with time", "Have meetings about mental health" "Provide on site counseling and support. Make it available daily".</p> <p>Data: Chronic Absenteeism, per 2023 CA Dashboard All Students: 9.3% Chronically Absent SED: 10.5% Chronically Absent Homeless: 40.7% Chronically Absent Foster Youth: 25% Chronically Absent</p> <p>School Connectedness: California Healthy Kids Survey (Spring 2024) Data from the School District Climate Report Card Elementary: 65% Middle School: 55%</p> | <p>As Described in Goal 3, Actions 4 and 5</p> | <p>School Connectedness: California Healthy Kids Survey (G3 Metric 7) Chronic Absenteeism (G3 Metric 1)</p> |
| <p>Goal 3, Action 6</p> | <p>Need: To improve attendance and chronic absenteeism rates by providing consistent health care and education for low income students, including foster youth and homeless.</p> <p>Data: Chronic Absenteeism, per 2023 CA Dashboard All Students: 9.3% Chronically Absent SED: 10.5% Chronically Absent Homeless: 40.7% Chronically Absent Foster Youth: 25% Chronically Absent Due to this data, Chronic absenteeism is a ongoing focus and need for RSD.</p> | <p>As described in Goal 3, Action 6</p> | <p>Chronic Absenteeism rates. (G3 Metric 1)</p> |

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| <p>Goal 4, Action 1</p> | <p>Need: Low income and English learner parents and families need parent workshops and trainings to better support their child at home with academic learning and social emotional development. Intentional invitations and outreach to low income and English learner parents to participate and attend in order to support developing meaningful connections and relationships.</p> <p>Data: Our academic data reveals significant achievement disparities among our low-income and English learner students. In reading, 56% of Socioeconomically Disadvantaged (SED) students are at or above grade level in the i-Ready Diagnostic 3 assessment, compared to 67% of non-SED students. For English learners, 39% are at or above grade level in reading, compared to 71% of non-English learners.</p> <p>In math, 52% of SED students are at or above grade level in the i-Ready Diagnostic 3 assessment, compared to 66% of non-SED students. Among English learners, 43% are at or above grade level in math, while 65% of non-English learners meet this benchmark.</p> <p>Our workshops saw an average attendance of 8 parents per session, with a range of 7 to 18 parents for each workshop. Over the 2023-24 school year, we held five "Food for Thought" Parent Workshops, covering topics such as academic areas, social-emotional health, digital literacy, nutrition, and early childhood needs.</p> <p>By building parents' capacity to support their children academically and socially at home, we anticipate improved student progress. Furthermore, feedback from LCAP parent surveys and input sessions indicated a strong demand for more comprehensive and in-depth parent workshop series. "More workshops, like before the pandemic, on 7 Habits, resources, behaviors and parent support", "More communication", "More activities to involve parents to participate in school."</p> | <p>As Described in Goal 4, Action 1</p> | <p>Parent Attendance rates (G4 Metric 5) i-Ready reading and math results for the students of attending parents. (G2 Metric 3 and 8) Chronic absenteeism rates for students of attending parents. (G3 Metric 1)</p> |
| <p>Goal 4,</p> | <p>Need: Parents of low income and English</p> | <p>As Described in Goal 4, Actions 3</p> | <p>100% parent communications are translated</p> |

learners students need additional support for language translations and encouragement for strong parent engagement. Bolstered communication tools, increase parent decision-making and involvement for all school activities and support learning at home.

Data:

38% students are English learners. 70.3% Parents speak a language other than English and require translated communications. Translation services are provided for all in all written communications into Chinese, Spanish, and Vietnamese. In person translators need to be available for all in person workshops and committees at the district and sites. 73% families are socioeconomically disadvantaged (SED). There is a disparity in student performance for low income and English learner students. In 2023 SBAC results, SED students underperform all students in English language arts and math. In ELA, SED students perform 3.2 above standard in contrast to all students at 16 above standard. In math, SED students perform 13.3 below standard in contrast to all students at 1.4 below standard. English learners underperform all students in ELA and math. In ELA, EL students perform 8.5 below standard and in math they perform 20.5 below standard, in contrast to all students at 16 points above standard and 1.6 below standard, respectively.

Per our parent results in the CHKS (Spring 2024), communication with parents need to be improved. Parents answered "School Actively Seeks the input of parents before making important decisions."
 Only 70% Strongly Agree or Agree
 With the statement, "School encourages me to be an active partner with the school in educating my child", only parents 78% Strongly Agree or Agree (17% Disagree).
 In addition, improved communication systems will improve and address chronic absenteeism rates which shows a disparity in student groups.
 Per CA Dashboard 2023:
 All Students: 9.3% Chronically Absent
 Hispanic: 17.5% Chronically Absent
 SED: 10.5% Chronically Absent

in email, voicemail, text messages and hard copy communications. 100% of all in-person parent workshops, committees and meetings are translated.
 100% Communications to Parents of EL communications are translated.
 Communication with parents, per Parent CalSCHLS survey results (G4 Metric 2)
 Chronic Absenteeism (G3 Metric 1)

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|-------------------|---|-----------------------------------|--|
| | <p>SWD: 15.6% Chronically Absent English Learners: 7.9% Chronically Absent Asian: 2.8% Chronically Absent Homeless: 40.7% Chronically Absent</p> | | |
| Goal 2, Action 14 | <p>Need: To provide new teacher training for quality instruction for our low income and English learners. Our Induction/Beginning Teacher program continues to show effectiveness based on the support provided to the teachers. The Candidates are required to successfully complete coursework, fieldwork, and a performance demonstration of their knowledge, skills, and abilities. Upon completion of the Induction Program and verification of all requirements, candidates are recommended for their Professional Clear Teaching Credentials. Five teachers completed the Year 2 of the induction program. Our low income, foster youth and English learners need highly qualified teachers, trained with ELD and teaching strategies to meet their unique instructional needs.</p> <p>These teaching needs are to address the performance disparity within our low income and English learner reading and math i-Ready results, as outlined below.</p> <p>K-6 Overall Placement in Reading (2024 i-Ready Diagnostic #3) 59% All Students at/above grade level 56% Students Economically Disadvantaged at/above grade level 66% Students Not economically disadvantaged 39% English Learner at/above grade level</p> <p>K-6 Overall Math Placement (2024 i-Ready Diagnostic #3) 56% All Students at/above grade level 43% English Learner at/above grade level 53% Students Economically Disadvantaged at/above grade level 66% Students Not economically Disadvantaged at/above grade level</p> | As Described in Goal 2, Action 14 | Teacher Completion rate i-Ready overall reading and math results (G2 Metrics 3 & 8) |

| | | | |
|--------------------------|--|--|--|
| <p>Goal 2, Action 13</p> | <p>Need: Low income and English learner students need increased art and music programs to address the disparity in academic achievement results. Arts and music programs are essential for low income and English learner students due to their wide-ranging benefits. Research shows that these programs enhance cognitive abilities, including memory and language skills, and lead to higher academic achievement in subjects like math and reading.</p> <p>Our i-ready and SBAC scores reveal a disparity between the low income students and all students in English language arts (ELA) and math. In 2023, 53.17% of socioeconomically disadvantaged (SED) students meet/exceed standard in ELA and 45.95% in math in contrast to 72.3% and 65.65% respectively, of non SED students.</p> <p>Specifically, our i-Ready results (2024 diagnostic #3) for vocabulary shows a disparity between low income at 53% met/exceeded in contrast to non low income students at 64% met/exceeded. For English learners, 37% performed at/above in vocabulary in contrast to 68% non English learners.</p> <p>A study by the National Endowment for the Arts (NEA) provides evidence of the academic benefits of arts education. The study found that low income students who had arts-rich experiences demonstrated higher standardized test scores in reading and math, improved school attendance, and were more engaged in community service. The findings suggest that arts education plays a critical role in supporting academic success, particularly for students from disadvantaged backgrounds.</p> <p>This past year, after our RSD artist in residency program, 86% of our students indicated they have never or only "a little bit" experienced a music or art class as the residency program implemented. Students indicated a 4 on a 1-5 scale for the overall experience. The classroom teachers indicated a 4.88 rating on a 5 point scale that students learned new academic skills as a result of the programs and a 4.65 rating for the overall learning and academic experience for the students.</p> | <p>As Described in Goal 2, Action 13</p> | <p>Student and teacher surveys i-Ready Vocabulary domain (Goal 2 Metric 3)</p> |
|--------------------------|--|--|--|

| | | | |
|--------------------------|---|---|--|
| <p>Goal 4, Actions 5</p> | <p>Need: Low income and English learner families require additional support to enhance communication and eliminate language and cultural barriers, fostering the success of their students.</p> <p>Data: School community liaisons are crucial for elementary schools because they bridge the gap between families and the school, fostering better communication and involvement. They help ensure that parents are informed and engaged in their children's education, which is linked to improved student outcomes and a stronger school community. At RSD, Parent attendance rates at parent workshops, and district committees can be improved for greater engagement. Community Liaisons also support addressing chronic absenteeism concerns.</p> <p>Chronic Absenteeism, per 2023 CA Dashboard All Students: 9.3% Chronically Absent SED: 10.5% Chronically Absent Homeless: 40.7% Chronically Absent Foster Youth: 25% Chronically Absent Due to this data, Chronic absenteeism is a ongoing focus and need for RSD.</p> | <p>As Described in Goal 4, Action 5</p> | <p>Parent attendance rates at parent workshops and district committees. (G4 Metrics 1 and 5) Chronic Absenteeism rates. (G3 Metric 1)</p> |
|--------------------------|---|---|--|

Limited Actions

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

| Goal and Action #(s) | Identified Need(s) | How the Action(s) are Designed to Address Need(s) | Metric(s) to Monitor Effectiveness |
|----------------------|---|---|--|
| Goal 2 , Action 15 | <p>Need: To provide targeted, specific instruction to Long Term English Learners (LTELs) and at-risk LTELs to support their overall academic success and language acquisition to Fluent English Proficient (RFEP).</p> <p>Data: 2023-24 school year At-Risk of LTEL: 77 students LTEL: 46 students These students reflect 14.5% of all English learners (843 total)</p> | A deeper data analysis will be conducted to identify barriers to reclassification. Based on this analysis, targeted intervention classes will be offered to the identified students, within and/or outside of the school day. | Reclassification rate with LTELs and AR-LTELs. |
| Goal 4, Action 4 | <p>Need: To provide additional written and verbal translations for all families of English learners. This encourages increased parent engagement for decision-making and involvement in school activities in order to better support learning at home.</p> <p>Data: 38% students are English Learners. Per Dataquest 2023-24 RSD Language groups are Spanish 18%, Vietnamese 16%, Cantonese 16% and Mandarin 11%.</p> | All additional communications, written and verbal for English learner parents/ families will be translated into our primary languages 1. Chinese (Mandarin and Cantonese) 2. Spanish 3. Vietnamese. Hired in-person translators and interpreters in multiple languages will be available at all parent workshops and meetings in order to provide immediate interpretation. In addition, translation is provided for languages below the 15% requirement. | 100% communications for families of English learners translated into English, Chinese, Spanish and Vietnamese. |

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

N/A

Additional Concentration Grant Funding

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

We allocated the 15% concentration grant add-on funding towards increasing the number of staff to provide direct services to English Learners, low-income, and homeless/foster youth.

6-Hour TK/Kinder Aides (\$637,639): Each of our TK and Kindergarten classrooms will have a 6-hour aide to provide targeted support in early childhood education. These aides will assist classroom teachers in implementing curriculum activities, providing individualized attention, and fostering a conducive learning environment for young learners.

Computer Lab Tech Aides and Multimedia Library Aides (\$499,237): Finally, we will provide each school with a computer lab tech aide and multimedia library aide to create dynamic learning environments that foster digital literacy, research skills, and a love of reading among students.

| 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 | Not Applicable | Elementary Schools Encinita, Janson, Savannah, Shuey Ratio: 1:17 Muscatel Middle School Ratio: 1:32 |
| Staff-to-student ratio of certificated staff providing direct services to students | Not Applicable | Elementary Schools Encinita, Janson, Savannah, Shuey Ratio: 1:18 Muscatel Middle School Ratio: 1:22 |

Action Tables

2024-2025 Total Planned Expenditures Table

| LCAP Year (Input) | 1. Projected LCFF Base Grant (Input Dollar Amount) | 2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount) | 3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1) | LCFF Carryover — Percentage (Input Percentage from Prior Year) | Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %) |
|-------------------|--|--|---|--|---|
| 2024-2025 | \$23,916,027.00 | \$7,438,199.00 | 31.10% | 0.00% | 31.10% |

| Totals: | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Total Personnel | Total Non-personnel |
|----------------|-----------------|-------------------|-------------|---------------|-----------------|-----------------|---------------------|
| Totals: | \$20,413,411.00 | \$10,534,958.73 | \$0.00 | \$639,689.96 | \$31,588,059.69 | \$29,645,744.69 | \$1,942,315.00 |

| 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 | Recruit and retain highly qualified teachers and staff | All | No | | | | Ongoing | \$19,554,677 | \$0 | \$9,457,467 | \$9,970,619 | \$0 | \$126,591 | \$19,554,677 | 0.00% |
| 1 | 2 | Maintain safe and clean school facilities | All | No | | | | | \$2,242,823 | \$0 | \$1,935,274 | \$294,450 | \$0 | \$13,099 | \$2,242,823 | 0.00% |
| 1 | 3 | Technology and internet access | All | No | | | | Ongoing | \$0 | \$764,660 | \$744,770 | \$19,890 | \$0 | \$0 | \$764,660 | 0.00% |
| 1 | 4 | Assessments- diagnostic, formative, summative, benchmarks | All | No | | | | Ongoing | \$0 | \$196,609 | \$196,609 | \$0 | \$0 | \$0 | \$196,609 | 0.00% |
| 2 | 1 | Smaller class sizes and reduce combination classes TK-6 | All | Yes | LEA-wide | Low Income, English learner (EL) | Specific Schools, RSD Elementary School: Janson, Savannah, Encinita and Shuey | Ongoing | \$3,439,417 | \$0 | \$3,439,417 | \$0 | \$0 | \$0 | \$3,439,417 | 0.00% |
| 2 | 2 | Middle School Supplemental Intervention and Enrichment programs | All | Yes | Schoolwide | Low Income, English learner (EL), Foster Youth | Specific Schools, Muscatel Middle School | Ongoing | \$448,360 | \$0 | \$448,360 | \$0 | \$0 | \$0 | \$448,360 | 0.00% |

| | | | | | | | | | | | | | | | | |
|---|----|---|---|-----|----------|--|---|---------|-------------|----------|-------------|-----|-----|-----|-------------|-------|
| 2 | 3 | PD Days, Professional Learning, Conferences, Trainings, Collaboration, Articulation | Low Income, English learner (EL), Long-term English learner, Homeless | Yes | LEA-wide | Foster Youth, English learner (EL), Low Income | All Schools | Ongoing | \$440,917 | \$45,000 | \$485,917 | \$0 | \$0 | \$0 | \$485,917 | 0.00% |
| 2 | 4 | Supplemental ELD programming and interventions for students provided by ELD/Intervention Teachers | English learner (EL), Low Income | Yes | LEA-wide | Low Income, English learner (EL) | Specific Schools, RSD Elementary Schools: Janson, Encinita, Savannah and Shuey. | Ongoing | \$1,007,287 | \$0 | \$1,007,287 | \$0 | \$0 | \$0 | \$1,007,287 | 0.00% |
| 2 | 5 | Professional Development for Integrated and Designated ELD | Long-term English learner, English learner (EL) | Yes | LEA-wide | English learner (EL) | All Schools | Ongoing | \$100,000 | \$97,861 | \$197,861 | \$0 | \$0 | \$0 | \$197,861 | 0.00% |
| 2 | 6 | Computer Tech Aides and Multi-Media Library Aides | English learner (EL), Low Income | Yes | LEA-wide | Low Income, English learner (EL), Foster Youth | All Schools | Ongoing | \$499,237 | \$0 | \$499,237 | \$0 | \$0 | \$0 | \$499,237 | 0.00% |
| 2 | 7 | Paraprofessionals to support small group instruction | All | Yes | LEA-wide | Low Income, Foster Youth, English learner (EL) | All Schools | Ongoing | \$637,639 | \$0 | \$637,639 | \$0 | \$0 | \$0 | \$637,639 | 0.00% |
| 2 | 8 | Instructional Lead Teachers (District & Site) | English learner (EL), Long-term English learner, Low Income | Yes | LEA-wide | Low Income, English learner (EL) | All Schools | Ongoing | \$85,700 | \$0 | \$85,700 | \$0 | \$0 | \$0 | \$85,700 | 0.00% |
| 2 | 9 | Intervention Programs | All | Yes | LEA-wide | Low Income, English learner (EL), Foster Youth | All Schools | Ongoing | \$25,527 | \$0 | \$25,527 | \$0 | \$0 | \$0 | \$25,527 | 0.00% |
| 2 | 10 | Enrichment Opportunities | All | Yes | LEA-wide | Low Income, Foster Youth, English learner (EL) | All Schools | Ongoing | \$88,761 | \$13,000 | \$101,761 | \$0 | \$0 | \$0 | \$101,761 | 0.00% |

| | | | | | | | | | | | | | | | | |
|---|----|---|---|-----|----------|--|-------------|---------|-----------|-----------|-----------|-----|-----|-----------|-----------|-------|
| 2 | 11 | Supplemental Technology and Software | Long-term English learner, English learner (EL), Low Income | Yes | LEA-wide | Low Income, Foster Youth, English learner (EL) | All Schools | Ongoing | \$0 | \$102,629 | \$102,629 | \$0 | \$0 | \$0 | \$102,629 | 0.00% |
| 2 | 12 | Supplemental Instructional, Project-Based Learning/STEAM Materials, Supplies, Subscriptions | English learner (EL), Foster Youth, Homeless, Low Income | Yes | LEA-wide | English learner (EL), Foster Youth, Low Income | All Schools | Ongoing | \$0 | \$180,634 | \$180,634 | \$0 | \$0 | \$0 | \$180,634 | 0.00% |
| 2 | 13 | Artist in Residency Programs | English learner (EL), Low Income | Yes | LEA-wide | Low Income, English learner (EL) | All Schools | Ongoing | \$0 | \$25,000 | \$25,000 | \$0 | \$0 | \$0 | \$25,000 | 0.00% |
| 2 | 14 | Induction/Beginning Teacher Support | Low Income, English learner (EL) | Yes | LEA-wide | Low Income, English learner (EL) | All Schools | Ongoing | \$10,000 | \$22,286 | \$32,286 | \$0 | \$0 | \$0 | \$32,286 | 0.00% |
| 2 | 15 | Focused Support for LTELs and At-risk LTELs | Long-term English learner, English learner (EL) | Yes | Limited | English learner (EL) | All Schools | Ongoing | \$0 | \$5,000 | \$5,000 | \$0 | \$0 | \$0 | \$5,000 | 0.00% |
| 3 | 1 | Leader In Me (LIM) Materials | Foster Youth, Low Income | Yes | LEA-wide | Low Income, Foster Youth | All Schools | Ongoing | \$0 | \$135,268 | \$135,268 | \$0 | \$0 | \$0 | \$135,268 | 0.00% |
| 3 | 2 | Positive Behavior Interventions and Support (PBIS) Materials | Foster Youth, Homeless, Low Income | Yes | LEA-wide | Foster Youth, Low Income | All Schools | Ongoing | \$0 | \$100,250 | \$100,250 | \$0 | \$0 | \$0 | \$100,250 | 0.00% |
| 3 | 3 | Leader in Me (LIM) Licenses, Positive Behavior Interventions and Support (PBIS) & SWIS Licenses | Low Income | Yes | LEA-wide | Low Income, Foster Youth | All Schools | Ongoing | \$0 | \$75,867 | \$75,867 | \$0 | \$0 | \$0 | \$75,867 | 0.00% |
| 3 | 4 | Psychologists & Counselors | All | Yes | LEA-wide | Low Income, Foster Youth | All Schools | Ongoing | \$615,168 | \$0 | \$265,168 | \$0 | \$0 | \$350,000 | \$615,168 | 0.00% |
| 3 | 5 | Social-Emotional/Mental Health Services | Foster Youth, Low Income | Yes | LEA-wide | Low Income, Foster Youth | All Schools | Ongoing | \$0 | \$35,000 | \$35,000 | \$0 | \$0 | \$0 | \$35,000 | 0.00% |

| | | | | | | | | | | | | | | | | |
|---|---|---|---|-----|----------|--|-------------|---------|-----------|----------|----------|-----------|-----|-----------|-----------|-------|
| 3 | 6 | Health Aides | Homeless, Low Income, Foster Youth | Yes | LEA-wide | Foster Youth, Low Income | All Schools | Ongoing | \$250,000 | \$31,677 | \$31,677 | \$250,000 | \$0 | \$0 | \$281,677 | 0.00% |
| 4 | 1 | Parent/Family Workshops and Trainings | Foster Youth, Low Income, English learner (EL) | Yes | LEA-wide | Low Income, English learner (EL), Foster Youth | All Schools | Ongoing | \$5,500 | \$47,074 | \$52,574 | \$0 | \$0 | \$0 | \$52,574 | 0.00% |
| 4 | 2 | Student and Family Engagement Field Trips & Workshops | English learner (EL), Low Income, Long-term English learner, Hispanic or Latino | Yes | LEA-wide | Low Income, Foster Youth | All Schools | Ongoing | \$0 | \$5,000 | \$5,000 | \$0 | \$0 | \$0 | \$5,000 | 0.00% |
| 4 | 3 | Parent/Community Communication Tools | English learner (EL), Low Income | Yes | LEA-wide | English learner (EL), Foster Youth, Low Income | All Schools | Ongoing | \$0 | \$59,500 | \$59,500 | \$0 | \$0 | \$0 | \$59,500 | 0.00% |
| 4 | 4 | Translators | English learner (EL), Long-term English learner | Yes | Limited | English learner (EL) | All Schools | Ongoing | \$34,732 | \$0 | \$34,732 | \$0 | \$0 | \$0 | \$34,732 | 0.00% |
| 4 | 5 | Community Liaisons | English learner (EL), Foster Youth, Low Income, Homeless | Yes | LEA-wide | English learner (EL), Foster Youth | All Schools | Ongoing | \$160,000 | \$0 | \$10,000 | \$0 | \$0 | \$150,000 | \$160,000 | 0.00% |

2024-2025 Contributing Actions Table

| 1. Projected LCFF Base Grant | 2. Projected LCFF Supplemental and/or Concentration Grants | 3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1) | LCFF Carryover – Percentage (Percentage from prior year) | Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %) | 4.Total Planned Contributing Expenditures (LCFF Funds) | 5.Total Planned Percentage of Improved Services (%) | Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5) | Totals by Type | Total LCFF Funds |
|------------------------------|--|---|--|---|--|---|--|--------------------------|------------------|
| \$23,916,027.00 | \$7,438,199.00 | 31.10% | 0.00% - No Carryover | 31.10% | \$8,079,291.00 | 0.00% | 33.78% | Total: | \$8,079,291.00 |
| | | | | | | | | LEA-wide Total: | \$7,591,199.00 |
| | | | | | | | | Limited Total: | \$39,732.00 |
| | | | | | | | | Schoolwide Total: | \$448,360.00 |

| 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 (%) |
|--------|----------|---|---|------------|--|---|---|---|
| 2 | 1 | Smaller class sizes and reduce combination classes TK-6 | Yes | LEA-wide | Low Income, English learner (EL) | Specific Schools, RSD Elementary School: Janson, Savannah, Encinita and Shuey | \$3,439,417.00 | 0.00% |
| 2 | 2 | Middle School Supplemental Intervention and Enrichment programs | Yes | Schoolwide | Low Income, English learner (EL), Foster Youth | Specific Schools, Muscatel Middle School | \$448,360.00 | 0.00% |
| 2 | 3 | PD Days, Professional Learning, Conferences, Trainings, Collaboration, Articulation | Yes | LEA-wide | Foster Youth, English learner (EL), Low Income | All Schools | \$485,917.00 | 0.00% |

| | | | | | | | | |
|---|----|---|-----|----------|--|---|----------------|-------|
| 2 | 4 | Supplemental ELD programming and interventions for students provided by ELD/Intervention Teachers | Yes | LEA-wide | Low Income, English learner (EL) | Specific Schools, RSD Elementary Schools: Janson, Encinita, Savannah and Shuey. | \$1,007,287.00 | 0.00% |
| 2 | 5 | Professional Development for Integrated and Designated ELD | Yes | LEA-wide | English learner (EL) | All Schools | \$197,861.00 | 0.00% |
| 2 | 6 | Computer Tech Aides and Multi-Media Library Aides | Yes | LEA-wide | Low Income, English learner (EL), Foster Youth | All Schools | \$499,237.00 | 0.00% |
| 2 | 7 | Paraprofessionals to support small group instruction | Yes | LEA-wide | Low Income, Foster Youth, English learner (EL) | All Schools | \$637,639.00 | 0.00% |
| 2 | 8 | Instructional Lead Teachers (District & Site) | Yes | LEA-wide | Low Income, English learner (EL) | All Schools | \$85,700.00 | 0.00% |
| 2 | 9 | Intervention Programs | Yes | LEA-wide | Low Income, English learner (EL), Foster Youth | All Schools | \$25,527.00 | 0.00% |
| 2 | 10 | Enrichment Opportunities | Yes | LEA-wide | Low Income, Foster Youth, English learner (EL) | All Schools | \$101,761.00 | 0.00% |
| 2 | 11 | Supplemental Technology and Software | Yes | LEA-wide | Low Income, Foster Youth, English learner (EL) | All Schools | \$102,629.00 | 0.00% |
| 2 | 12 | Supplemental Instructional, Project-Based Learning/STEAM Materials, Supplies, Subscriptions | Yes | LEA-wide | English learner (EL), Foster Youth, Low Income | All Schools | \$180,634.00 | 0.00% |
| 2 | 13 | Artist in Residency Programs | Yes | LEA-wide | Low Income, English learner (EL) | All Schools | \$25,000.00 | 0.00% |
| 2 | 14 | Induction/Beginning Teacher Support | Yes | LEA-wide | Low Income, English learner (EL) | All Schools | \$32,286.00 | 0.00% |
| 2 | 15 | Focused Support for LTELs and At-risk LTELs | Yes | Limited | English learner (EL) | All Schools | \$5,000.00 | 0.00% |
| 3 | 1 | Leader In Me (LIM) Materials | Yes | LEA-wide | Low Income, Foster Youth | All Schools | \$135,268.00 | 0.00% |

| | | | | | | | | |
|---|---|---|-----|----------|--|-------------|--------------|-------|
| 3 | 2 | Positive Behavior Interventions and Support (PBIS) Materials | Yes | LEA-wide | Foster Youth, Low Income | All Schools | \$100,250.00 | 0.00% |
| 3 | 3 | Leader in Me (LIM) Licenses, Positive Behavior Interventions and Support (PBIS) & SWIS Licenses | Yes | LEA-wide | Low Income, Foster Youth | All Schools | \$75,867.00 | 0.00% |
| 3 | 4 | Psychologists & Counselors | Yes | LEA-wide | Low Income, Foster Youth | All Schools | \$265,168.00 | 0.00% |
| 3 | 5 | Social-Emotional/Mental Health Services | Yes | LEA-wide | Low Income, Foster Youth | All Schools | \$35,000.00 | 0.00% |
| 3 | 6 | Health Aides | Yes | LEA-wide | Foster Youth, Low Income | All Schools | \$31,677.00 | 0.00% |
| 4 | 1 | Parent/Family Workshops and Trainings | Yes | LEA-wide | Low Income, English learner (EL), Foster Youth | All Schools | \$52,574.00 | 0.00% |
| 4 | 2 | Student and Family Engagement Field Trips & Workshops | Yes | LEA-wide | Low Income, Foster Youth | All Schools | \$5,000.00 | 0.00% |
| 4 | 3 | Parent/Community Communication Tools | Yes | LEA-wide | English learner (EL), Foster Youth, Low Income | All Schools | \$59,500.00 | 0.00% |
| 4 | 4 | Translators | Yes | Limited | English learner (EL) | All Schools | \$34,732.00 | 0.00% |
| 4 | 5 | Community Liaisons | Yes | LEA-wide | English learner (EL), Foster Youth | All Schools | \$10,000.00 | 0.00% |

2023-2024 Annual Update Table

| Totals: | Last Year's Total Planned Expenditures (Total Funds) | Total Estimated Actual Expenditures (Total Funds) |
|---------|--|---|
| Totals: | \$26,245,763.00 | \$28,103,065.00 |

| Last Year's Goal# | Last Year's Action# | Prior Action/Service Title | Contributed to Increased or Improved Services? | Last Year's Planned Expenditures (Total Funds) | Estimated Actual Expenditures (Input Total Funds) |
|-------------------|---------------------|--|--|--|---|
| 1 | 1 | Recruit and retain highly qualified teachers and staff | No | \$16,101,237.00 | \$19,554,677.00 |
| 1 | 2 | Professional Learning, Conferences, Trainings, | Yes | \$1,244,000.00 | \$462,916.00 |

| | | | | | |
|---|---|--|-----|----------------|----------------|
| | | Collaboration, Articulation | | | |
| 1 | 3 | ELD/Intervention Teachers | Yes | \$617,482.00 | \$1,128,219.00 |
| 1 | 4 | Induction/Beginning Teacher Support | Yes | \$32,286.00 | \$19,974.00 |
| 1 | 5 | TK-3 Class Size Reduction | Yes | \$1,852,485.00 | \$2,539,466.00 |
| 1 | 6 | 4-6 Grade Teachers to reduce combination classes | Yes | \$1,226,228.00 | \$1,223,925.00 |
| 1 | 7 | Paraprofessionals to support students | Yes | \$1,020,127.00 | \$923,733.00 |
| 1 | 8 | Instructional Lead Teachers (District & Site) | Yes | \$100,000.00 | \$51,041.00 |
| 1 | 9 | Technology and internet access | Yes | \$201,391.00 | \$126,206.00 |
| 2 | 1 | Assessments- diagnostic, formative, summative, benchmarks | No | \$132,936.00 | \$196,609.00 |
| 2 | 2 | Data analysis, progress monitoring | No | \$15,000.00 | \$32,936.00 |
| 2 | 3 | Targeted academic intervention during the school day | No | \$452,902.00 | \$268,269.00 |
| 2 | 4 | Middle School Supplemental intervention and enrichment courses during the day | Yes | \$484,033.00 | \$483,930.00 |
| 2 | 5 | Intervention & Enrichment programs | Yes | \$404,521.00 | \$71,059.00 |
| 2 | 6 | Supplemental EdTech Software Programs | Yes | \$198,685.00 | \$40,351.00 |
| 2 | 7 | Supplemental Instructional, Project-Based Learning/STEAM Materials, Supplies, Experiences, Subscriptions | Yes | \$787,541.00 | \$215,080.00 |
| 2 | 8 | Special Projects & PD for English Learners and Low-Income students | Yes | \$148,970.00 | \$111,313.00 |
| 3 | 1 | Leader in Me (LIM) & Positive Behavior Interventions and Support (PBIS) Materials | Yes | \$63,017.00 | \$55,268.00 |
| 3 | 2 | Leader in Me (LIM) Licenses, Positive Behavior Interventions and Support | Yes | \$101,000.00 | \$75,867.00 |

| | | | | | |
|---|---|--|-----|--------------|--------------|
| | | (PBIS) & SWIS Licenses | | | |
| 3 | 3 | Psychologists & Counselors | Yes | \$531,842.00 | \$283,265.00 |
| 3 | 4 | Social-Emotional/Mental Health Services | Yes | \$92,307.00 | \$33,771.00 |
| 4 | 1 | Parent Workshops, Field Trips & Outreach | Yes | \$170,000.00 | \$69,833.00 |
| 4 | 2 | Community Liaisons and Translators | Yes | \$210,000.00 | \$81,270.00 |
| 4 | 3 | Parent/Community Communication Tools | Yes | \$57,773.00 | \$54,087.00 |

2023-2024 Contributing Actions Annual Update Table

| 6.Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount): | 4.Total Planned Contributing Expenditures (LCFF Funds) | 7.Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds) | Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4) | 5.Total Planned Percentage of Improved Services (%) | 8.Total Estimated Actual Percentage of Improved Services(%) | Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8) |
|---|--|---|---|---|---|---|
| \$7,455,327.00 | \$7,830,813.00 | \$8,050,574.00 | (\$219,761.00) | 0.00% | 0.00% | 0.00% - No Difference |

| Last Year's Goal# | Last Year's Action# | Prior Action/Service Title | Contributed to Increased or Improved Services? | Last Year's Planned Expenditures for Contributing Actions (LCFF Funds) | Estimated Actual Expenditures for Contributing Actions(Input LCFF Funds) | Planned Percentage of Improved Services | Estimated Actual Percentage of Improved Services(Input Percentage) |
|-------------------|---------------------|--|--|--|--|---|--|
| 1 | 2 | Professional Learning, Conferences, Trainings, Collaboration, Articulation | Yes | \$1,044,000.00 | \$462,916.00 | 0.00% | 0.00% |
| 1 | 3 | ELD/Intervention Teachers | Yes | \$617,482.00 | \$1,128,219.00 | 0.00% | 0.00% |
| 1 | 4 | Induction/Beginning Teacher Support | Yes | \$32,286.00 | \$19,974.00 | 0.00% | 0.00% |
| 1 | 5 | TK-3 Class Size Reduction | Yes | \$1,440,445.00 | \$2,539,466.00 | 0.00% | 0.00% |
| 1 | 6 | 4-6 Grade Teachers to reduce combination classes | Yes | \$777,061.00 | \$1,223,925.00 | 0.00% | 0.00% |

| | | | | | | | |
|---|---|--|-----|----------------|--------------|-------|-------|
| 1 | 7 | Paraprofessionals to support students | Yes | \$1,020,127.00 | \$923,733.00 | 0.00% | 0.00% |
| 1 | 8 | Instructional Lead Teachers (District & Site) | Yes | \$100,000.00 | \$51,041.00 | 0.00% | 0.00% |
| 1 | 9 | Technology and internet access | Yes | \$201,391.00 | \$126,206.00 | 0.00% | 0.00% |
| 2 | 4 | Middle School Supplemental intervention and enrichment courses during the day | Yes | \$484,033.00 | \$483,930.00 | 0.00% | 0.00% |
| 2 | 5 | Intervention & Enrichment programs | Yes | \$404,521.00 | \$71,059.00 | 0.00% | 0.00% |
| 2 | 6 | Supplemental EdTech Software Programs | Yes | \$70,000.00 | \$40,351.00 | 0.00% | 0.00% |
| 2 | 7 | Supplemental Instructional, Project-Based Learning/STEAM Materials, Supplies, Experiences, Subscriptions | Yes | \$787,541.00 | \$215,080.00 | 0.00% | 0.00% |
| 2 | 8 | Special Projects & PD for English Learners and Low-Income students | Yes | \$148,970.00 | \$111,313.00 | 0.00% | 0.00% |
| 3 | 1 | Leader in Me (LIM) & Positive Behavior Interventions and Support (PBIS) Materials | Yes | \$50,000.00 | \$55,268.00 | 0.00% | 0.00% |
| 3 | 2 | Leader in Me (LIM) Licenses, Positive Behavior Interventions and Support (PBIS) & SWIS Licenses | Yes | \$10,000.00 | \$75,867.00 | 0.00% | 0.00% |
| 3 | 3 | Psychologists & Counselors | Yes | \$272,876.00 | \$283,265.00 | 0.00% | 0.00% |
| 3 | 4 | Social-Emotional/Mental Health Services | Yes | \$32,307.00 | \$33,771.00 | 0.00% | 0.00% |
| 4 | 1 | Parent Workshops, Field Trips & Outreach | Yes | \$130,000.00 | \$69,833.00 | 0.00% | 0.00% |
| 4 | 2 | Community Liaisons and Translators | Yes | \$150,000.00 | \$81,270.00 | 0.00% | 0.00% |
| 4 | 3 | Parent/Community Communication Tools | Yes | \$57,773.00 | \$54,087.00 | 0.00% | 0.00% |

2023-2024 LCFF Carryover Table

| 9. Estimated Actual LCFF Base Grant (Input Dollar Amount) | 6. Estimated Actual LCFF Supplemental and/or Concentration Grants | LCFF Carryover – Percentage (Percentage from prior year) | 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %) | 7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds) | 8. Total Estimated Actual Percentage of Improved Services(%) | 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8) | 12. LCFF Carryover – Dollar Amount (Subtract 11 from 10 and multiply by 9) | 13. LCFF Carryover – Percentage (12 divided by 9) |
|---|---|--|---|--|--|--|--|---|
| \$23,794,609.00 | \$7,455,327.00 | 1.77% | 33.10% | \$8,050,574.00 | 0.00% | 33.83% | \$0.00 - No Carryover | 0.00% - No Carryover |

Federal Funds Detail Report

| Totals: | Title I | Title II | Title III | Title IV | CSI | Other Federal Funds |
|---------|--------------|----------|-----------|----------|-----|---------------------|
| Totals: | \$150,000.00 | | | | | \$476,591.00 |

| Goal # | Action # | Action Title | Title I | Title II | Title III | Title IV | CSI | Other Federal Funds | Total Funds |
|--------|----------|--|--------------|----------|-----------|----------|-----|---------------------|-----------------|
| 1 | 1 | Recruit and retain highly qualified teachers and staff | | | | | | \$126,591.00 | \$19,554,677.00 |
| 3 | 4 | Psychologists & Counselors | | | | | | \$350,000.00 | \$615,168.00 |
| 4 | 5 | Community Liaisons | \$150,000.00 | | | | | | \$160,000.00 |

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

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

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

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

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

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

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

- Students

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

- Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

Complete the table as follows:

Metric

- Enter the metric number.

Metric

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

Baseline

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

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

Year 1 Outcome

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

Year 2 Outcome

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

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

LCFF Carryover Table

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

LCFF Carryover Table

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

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

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