



## LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: San Ysidro School District

CDS Code: 37683790000000

School Year: 2024-25

LEA contact information:

Maria C. Rodriguez

Coordinator of Federal and State Programs and Language Acquisition

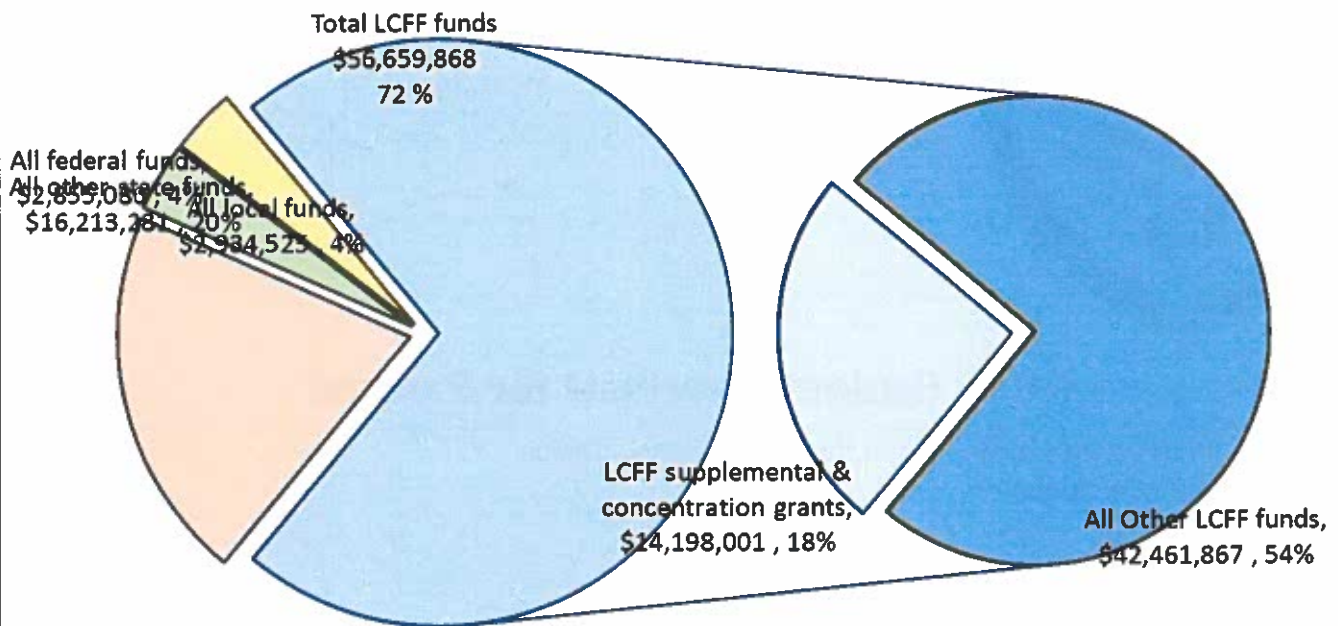
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School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called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

### **Budget Overview for the 2024-25 School Year**

## Projected Revenue by Fund Source

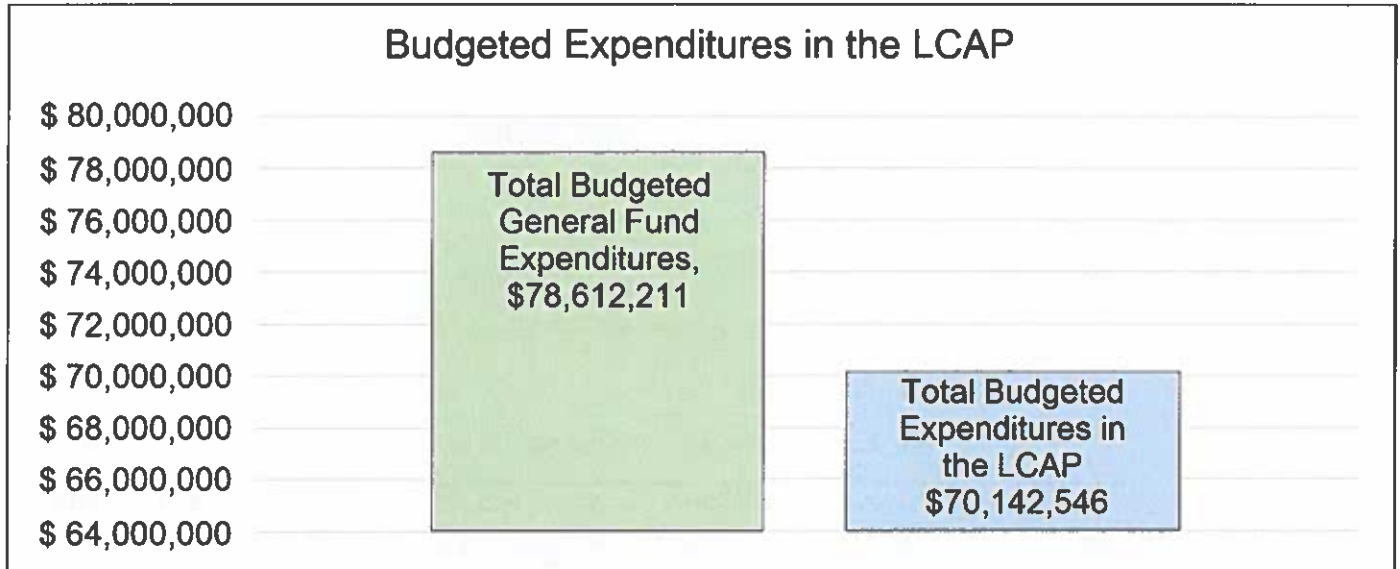


This chart shows the total general purpose revenue San Ysidro School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for San Ysidro School District is \$78,662,754, of which \$56,659,868 is Local Control Funding Formula (LCFF), \$16,213,281 is other state funds, \$2,934,525 is local funds, and \$2,855,080 is federal funds. Of the \$56,659,868 in LCFF Funds, \$14,198,001 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

# LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much San Ysidro 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: San Ysidro School District plans to spend \$78,612,211 for the 2024-25 school year. Of that amount, \$70,142,546 is tied to actions/services in the LCAP and \$8,469,665 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

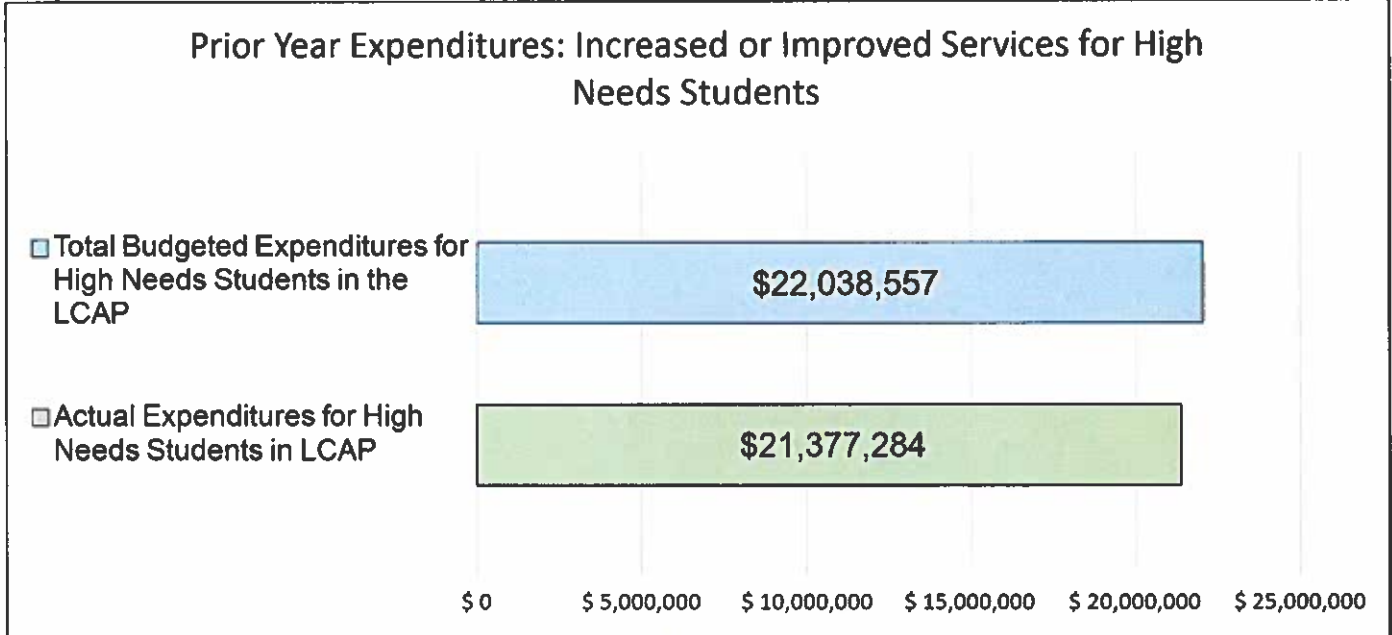
The budgeted expenditures not included in the LCAP are the STRS On-Behalf Contributions and a portion of the Community Schools Grant.

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

In 2024-25, San Ysidro School District is projecting it will receive \$14,198,001 based on the enrollment of foster youth, English learner, and low-income students. San Ysidro School District must describe how it intends to increase or improve services for high needs students in the LCAP. San Ysidro School District plans to spend \$50,017,586 towards meeting this requirement, as described in the LCAP.

# LCFF Budget Overview for Parents

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



This chart compares what San Ysidro 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 San Ysidro 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, San Ysidro School District's LCAP budgeted \$22,038,557 for planned actions to increase or improve services for high needs students. San Ysidro School District actually spent \$21,377,284 for actions to increase or improve services for high needs students in 2023-24.





## 2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
San Ysidro School District	Maria C. Rodriguez Coordinator of Federal and State Programs and Language Acquisition	maria.rodriguez@syzsdschools.org 619-428-4476

## Goals and Actions

### Goal

Goal #	Description
1	Improve student achievement for all students and accelerate student learning increases for English learners and students with disabilities.

### Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Academic Indicator: CAASPP : SBAC - ELA Scale Score Points Distance From Standard	2018-19 SBAC - ELA Scale Score Points Distance From Standard  ALL = 28.6 points below standard EL = 45.8 points below standard SED = 39.8 points below standard SWD = 107.9 points below standard	LEA did not assess using the SBAC in 2020-21. Instead we opted to use Local Common Assessments. The data is reported below for ELA:  2021-22 LEA Created Common Assessment - ELA  Students Scoring at Meets or Exceeds Standard	2021-2022 SBAC ELA Scale Score Points Distance From Standard  ALL = 42.6 points below standard EL = 64.8 points below standard SED= 53.1 points below standard SWD= 117 points below standard	2022-2023 SBAC ELA Scale Score Points Distance From Standard  ALL: 41.4 points below standard EL: 65.9 points below standard SED: 56.6 points below standard SWD: 115.7 points below standard	By June 2024, as measured by the scale score points distance from standard on the English Language Arts portion of the SBAC, as follows: ALL = 16.6 points below standard EL = 25.8 points below standard SED = 19.8 points below standard SWD = 87.9 points below standard
		GR K-2 ALL: 61% EL: 58% SWD: 44%  GR 3-8			

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Academic Indicator -- Local Measure LEA Created Common Assessment - ELA Students Scoring at Meets or Exceeds Standard	2020-21 LEA Created Common Assessment - ELA Students Scoring at Meets or Exceeds Standard	2021-22 LEA Created Common Assessment - ELA Students Scoring at Meets or Exceeds Standard	2022-23 LEA Created Common Assessment - ELA Students Scoring at Meets or Exceeds Standard	2023-2024 LEA Created Common Assessment - ELA Students Scoring at Meets or Exceeds Standard	By June 2024, as measured by students scoring at meets or exceeds standard on the LEA Common Assessment for English Language Arts, as follows:  GR K-2 ALL: 69% EL: 69% SWD: 69%  GR 3-8 ALL: 45% EL: 33% SWD: 33%
	GR K-2 ALL: 60% EL: 56% SWD: 52%  GR 3-8 ALL: 35% EL: 18% SWD: 17%	GR K-2 ALL: 61% EL: 58% SWD: 44%  GR 3-8 ALL: 50% EL: 36% SWD: 31%	GR K-2 ALL: 64% EL: 65% SWD: 44%  GR 3-8 ALL: 57% EL: 46% SWD: 44%	Gr K-2 All:66% EL:59% SWD:44%  GR 3-8 All:56% EL: 37% SWD:42%	
Academic Indicator: CAASPP : SBAC - Math Scale Score Points Distance From Standard	2018-19 SBAC - Math Scale Score Points Distance From Standard  ALL = 53.5 points below standard EL = 65.6 points below standard	LEA did not assess using the SBAC in 2020-21. Instead we opted to use Local Common Assessments. The data is reported below for Math:  2021-22	2021-22 SBAC Math Scale Score Points Distance From Standards  ALL = 76.5 points below standard EL = 93 points below standard	2022-2023 Scale Score Points Distance From Standards  All: 70.4 points below standard EL: 87.8 points below standard	By June 2024, as measured by the scale score points distance from standard on the Math portion of the SBAC, as follows: ALL = 41.5 points below standard

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Academic Indicator -- Local Measure LEA Created Common Assessment - Math Students Scoring at Meets or Exceeds Standard	2020-21 LEA Created Common Assessment - Math Students Scoring at Meets or Exceeds Standard GR K-2 ALL: 79% EL: 78% SWD: 73% GR 3-8 ALL: 35%	2021-22 LEA Created Common Assessment - Math Students Scoring at Meets or Exceeds Standard GR K-2 ALL: 72% EL: 67% SWD: 44% GR 3-8 ALL: 37%	2022-23 LEA Created Common Assessment - Math Students Scoring at Meets or Exceeds Standard GR K-2 ALL: 72% EL: 68% SWD: 70% GR 3-8 ALL: 44%	2023-2024 LEA Created Common Assessment - Math Students Scoring at Meets or Exceeds-Standard GR: K-2 ALL:80% EL:76% SWD:73% GR: 3-8 ALL: 50%	By June 2024, as measured by students scoring at meets or exceeds standard on the LEA Common Assessment for Math, as follows GR K-2 ALL: 85% EL: 85% SWD: 85% GR 3-8 ALL: 44% EL: 32%
	SED = 63.5 points below standard SWD = 142 points below standard	LEA Created Common Assessment - Math Students Scoring at Meets or Exceeds Standard GR K-2 ALL: 72% EL: 67% SWD: 44% GR 3-8 ALL: 37%	SED = 87.2 points below standard SWD = 150.8 points below standard	SED: 83.5 points below standard SWD: 139.7 points below standard	EL = 45.6 points below standard SED = 43.5 points below standard SWD = 122 points below standard.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>Academic Indicator</p> <p>English Language Proficiency Assessment of California (ELPAC)</p> <p>Percentage of English Learners who make annual progress towards English Proficiency as measured by ELPAC (increase of one ELPAC level)</p>	<p>2018-19 English Language Proficiency Indicator (ELPI)</p> <p>47.3% making progress</p> <p>Performance Level: MEDIUM</p> <p>*Due to gap in data from COVID related school closures, we may review and revise baseline data after 2021-22 Cycle</p>	<p>ELPAC Levels 2020-21*</p> <p>*Due to gap in data from COVID related school closures, we will not have an ELPI until 2022-23 when the state will be able to compare 2 years of data to determine growth indicator</p> <p>For that reason we are sharing ELPAC levels as a measure of progress for this metric:</p> <p>2021-22 ELPAC Levels</p> <p>Level 4 = 279 Students</p> <p>Level 3 = 836 Students</p> <p>Level 2 = 831 Students</p> <p>Level 1 = 587 Students</p>	<p>2021-22 English Language Proficiency Indicator (ELPI)</p> <p>55.2% making progress towards English language proficiency</p>	<p>2022-2023 English Language Proficiency Indicator (ELPI)</p> <p>53.1% making progress towards English language proficiency</p>	<p>By June 2024, the ELPI will indicate that 56.3% of EL students are making progress, and the district has reached an overall performance level of high.</p>
	<p>EL: 20%</p> <p>SWD: 16%</p>	<p>EL: 32%</p> <p>SWD: 22%</p>	<p>EL: 34%</p> <p>SWD: 26%</p>	<p>EL: 34%</p> <p>SWD: 34%</p>	<p>SWD: 32%</p>



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Academic Indicator English Learner Reclassification Rate Percentage of English learners reclassified each year	2021 reclassification baseline - 2% (63 students)	2022 reclassification rate - 8% ( 245 students)	2023 reclassification rate - 21% ( 400 students)	2024 reclassification rate -8.53% (172 students)	By June 2024, 17% of English learners will meet the board approved requirements for reclassification which is an increase of 5% per year for a total of a 15% total increase.
Academic Indicator -- Local Measure Implementation of the academic content and performance standards adopted by the State Board	Maintain access for 100% of students to academic content and performance standards adopted by the State Board	Maintain access for 100% of students to academic content and performance standards adopted by the State Board	Maintain access for 100% of students to academic content and performance standards adopted by the State Board	Maintain access for 100% of students to academic content and performance standards adopted by the State Board	Maintain access for 100% of students to academic content and performance standards adopted by the State Board
Basic Services: Every pupil in the school district has access to standards aligned instructional materials.	Maintain access for 100% of students to standards aligned instructional materials	Maintain access for 100% of students to standards aligned instructional materials	Maintain access for 100% of students to standards aligned instructional materials	Maintain access for 100% of students to standards aligned instructional materials	Maintain 100% sufficiency of instructional materials for all students to standards aligned instructional materials as reported on the SARC and by the board resolution of sufficiency of instructional materials.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p><b>Basic Services:</b></p> <p><b>Teacher Credentialing &amp; Teacher Assignments</b></p>	Maintain 100% of our teachers appropriately credentialed and assigned.	Maintain 100% of our teachers appropriately credentialed and assigned.	Maintain 100% of our teachers appropriately credentialed and assigned.	Maintain 100% of our teachers appropriately credentialed and assigned.	Maintain 100% of our teachers appropriately credentialed and assigned.
<p>Implementation of Standards:</p> <p>Programs and services enable EL to access the CCSS and ELD standards for purposes of gaining academic content knowledge and English language proficiency.</p>	100% of English learners will access programs and services to enable them to access the CCSS and ELD standards for purposes of gaining academic content knowledge and English language proficiency.	100% of English learners will access programs and services to enable them to access the CCSS and ELD standards for purposes of gaining academic content knowledge and English language proficiency.	100% of English learners will access programs and services to enable them to access the CCSS and ELD standards for purposes of gaining academic content knowledge and English language proficiency.	100% of English learners will access programs and services to enable them to access the CCSS and ELD standards for purposes of gaining academic content knowledge and English language proficiency.	Maintain 100% access for English learners to programs and services which enable them to access the CCSS and ELD standards for purposes of gaining academic content knowledge and English language proficiency.
<p>Course Access:</p> <p>Broad Course of Study that includes all of the subject areas described in Section 51210 and Section 51220 for unduplicated students, as well as students with exceptional needs:</p> <p>*PE Schedules</p> <p>*STEM Schedules</p>	100% of elementary students have access to STEM and PE during teacher collaboration time	100% of elementary students have access to STEM and PE during teacher collaboration time	100% of elementary students have access to STEM and PE during teacher collaboration time	100% of elementary students have access to STEM and PE during teacher collaboration time	Maintain 100% access for elementary students to STEM and PE during teacher collaboration time

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Other Pupil Outcomes: Physical Fitness Test 2018-19 Healthy Fitness Zone	Physical Fitness Test --Healthy Fitness Zone --2018-19 Grade 5 43.2% Grade 7 27.1%	Physical Fitness Test --Participation Rate- 2021-22 Grade 5: 89% (410 of 424) Grade 7: 97% (436 of 492)	Physical Fitness Test --Participation Rate- 2022-23 Grade 5: 93% (455 of 491) Grade 7: 92% (461 of 501)	Physical Fitness Test --Participation Rate- 2023-2024 Grade 5: 98.4% (455 of 462) Grade 7: 84.5% (388 of 442)	By June 2024, as measured by the Physical Fitness Test --Healthy Fitness Zone, scores will increase by 9% for each grade respectively, as follows: Grade 5 52.2% Grade 7 36.1% Physical Fitness Test --Participation Rate- 2021-22

## 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.

Action Step 1.1: Update technology plan to improve services district-wide (i.e. Maintain 1.1 devices at all school sites and equipment, software, & digital literacy/digital citizenship, etc.) to increase digital access for all students, including unduplicated students Continue to provide professional learning opportunities and support in the area of technology and digital literacy/digital citizenship and support the implementation of 21st-century skills for all student including unduplicated students



- The district remains committed to supporting the 1:1 device initiative as we transition to a curriculum that is fully accessible online. While the shift has brought some challenges, particularly in maintaining and updating these devices, it is a necessary step forward in the digital age. As we enter the AI era, equipping our teachers with the skills and training they need to effectively integrate new technologies into their classrooms will be crucial. Despite these challenges, the successful implementation of technology by teachers, students, parents, and staff is a testament to our commitment.
- Action Step 1.3: Provide certificated and classified staffing to support students, including teachers, site, and district office staff, instructional aides, speech therapists, health care assistants, LVNs, behavioral specialists, and site and district administrators.
- The district maintains certificated and classified staffing to support students.
- Action Step 1.5: Continue Data Reflection Sessions with the support of Science/PE Teams: Data reflection sessions provide teachers and administrators with the opportunity to analyze student assessment data on LEA common assessments and monitor the academic achievement of all students, including unduplicated students and students with disabilities, to plan differentiated instruction in support of all students.
- The district provides instructional enrichment with SPARKS Physical Education, Project Lead the Way (PLTW) STEM modules, social emotional learning, all with embedded language development during the data reflection and professional learning communities that are focused on student data monitoring and planning to accelerate learning for all students, including unduplicated students and students with disabilities. This resulted in a very successful implementation.
- Action Step 1.6: College and Career Readiness and 21st Century Learning
  - The district has Continued to provide a rigorous course of study to prepare students for high school. Middle schools will offer programs such as college readiness and STEM. In addition, they will offer electives such as AVID, Computer Science (PLTW), Spanish, and VAPA and programs such as Gifted and Talented Education (GATE). Elementary schools will also offer the GATE and PLTW programs. These programs promote equal access for all students, including unduplicated students and students with disabilities.

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

- 1.8, 1.12 - The slight difference is due to the increase in salary and benefits for all staff
- 1.16 - Some Administrators participated in the NCUST training
- 1.17 - Increase in Instructional Aides funded by Title I
- 1.25 - Decrease in cost is due to the resignation/retirement of teachers at the end of the 22-23 school year

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

Despite facing challenges due to the COVID-19 pandemic, SYSD has consistently improved our reclassification and ELPI scores, although not as substantial as initially anticipated. For instance, the goal of achieving 16.6 points in 2023-24 below standard was not met, as the percentage of proficient students in ELA was 28.6 points below standard in 2018-2019, then COVID year no scores, and a decrease of 14 points below standard in 2021-2022 with a small increase in 2023-24 of 1.2. In math, there was a bigger decline after the COVID-19 year, but we are starting a slow climb towards decreasing our scale score points, distance from standard. The district goal for math was 41.5 points and we are at 70.4.

When examining specific subgroups, including students with specific learning disabilities, homeless, and African Americans, the results were minimal in ELA but more significant improvements in math. Something to be extremely proud of is our English Learner Progress. In 2023-24, we had 53.1 % of our students making progress toward English Language Proficiency, with an outstanding reclassification rate in 2022-23 of 21%

The District acknowledges that the minimal growth in test scores is a result of various factors. Despite the pandemic that occurred three years ago, its impact is still evident district-wide. For Example, the current 5th grade is performing lower than expected, likely due to the limited in-person attendance during their 1st grade year, and reading is built on kinder foundations. The district has also been facing a big challenge due to high chronic absenteeism rates since the pandemic. It has decreased slightly but we are still working on bringing it down.

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.

In the upcoming LCAP Cycle, we will collectively explore ways to create desired outcomes that are not only achievable but also reflect our shared commitment to growth.

1.1 - CAASPP/SBAC—ELA and 1.2—LEA Common Assessments -ELA - Based on qualitative and quantitative data, teachers had opportunities for professional development and implementation support to improve the achievement of student groups. Our biggest push will be strengthening our Tier 1 support for all staff working with children. We will focus on targeted interventions and expanded learning time specific to student-identified needs using data to inform placement, which is intended to be built and based on each student's unique learning needs. SYSD will continue to follow the established instructional design for ELA and use our cycle of continuous improvement to leverage data reflection sessions to identify common agreements for the implementation of evidence-based instructional practices to support student growth and develop interventions for English Learners, Students with Disabilities, Homeless, and socioeconomically disadvantaged groups. We hope to see a yearly 5-10 point increase towards meeting the standard.

1.3 - CAASPP/SBAC - Math and 1.4 - LEA Common Assessments—Math— Based on qualitative and quantitative data, teachers had opportunities for professional development and implementation support to improve the achievement of student groups. Our biggest push will be on strengthening our Tier 1 support for all staff working with children. We will focus on targeted interventions and expanded learning time specific to student-identified needs using data to inform placement, which is intended to be built and based on each student's unique learning needs. As a district, we are committed to continuous improvement, and we are looking at our Matrix and instructional design to leverage data

reflection sessions to identify common agreements for implementing evidence-based instructional practices to support student growth. Our focus will be on interventions for English Learners, students with disabilities, the Homeless, and socioeconomically disadvantaged groups.

1.5 - ELPi California Dashboard—SYSD implemented professional learning, guided planning, and instructional coaching to support the needs of all students around Integrated and Designated ELD and accelerate academic growth for English learners, socioeconomically disadvantaged students, and students with disabilities.

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

## Goals and Actions

### Goal

Goal #	Description
2	Improve English language and academic language proficiency outcomes to ensure access to CCSS for all students, including English Learners(ELs) so that ELs will demonstrate annual expected progress and reclassify in 5 years or less.

### Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>Pupil Achievement:</p> <p>2018-19 English Language Proficiency Indicator (ELPI) Data</p> <p>Students making adequate progress towards English language proficiency or maintaining highest level on the ELPAC.</p>	<p>2018-19 English Language Proficiency Indicator (ELPI)</p> <p>47.3% making progress</p> <p>Performance Level: MEDIUM</p> <p>*Due to gap in data from COVID related school closures, we may review and revise baseline data after 2021-22 Cycle</p>	<p>ELPAC Levels 2020-21*</p> <p>*Due to gap in data from COVID related school closures, we will not have an ELPI until 2022-23 when the state will be able to compare 2 years of data to determine growth indicator</p> <p>For that reason we are sharing ELPAC levels as a measure of progress for this metric:</p> <p>2020-21 ELPAC Levels</p> <p>Level 4 = 17%</p> <p>Level 3 = 30%</p>	<p>2021-22 ELPAC Levels</p> <p>Level 4 = 11%</p> <p>Level 3 = 33%</p> <p>Level 2 = 33%</p> <p>Level 1 = 23%</p> <p>2022-2023 ELPAC Levels</p> <p>Level 4 = 19%</p> <p>Level 3 = 31%</p> <p>Level 2 = 24%</p> <p>Level 1 = 27%</p>	<p>2022-2023 ELPAC Levels</p> <p>Level 4 = 19%</p> <p>Level 3 = 31%</p> <p>Level 2 = 24%</p> <p>Level 1 = 27%</p>	<p>By June 2024, the ELPI will indicate that 56.3% of EL students are making progress, and the district has reached an overall performance level of high.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Pupil Achievement -- Local Measures	2020-21 LEA Common Assessment - ELA	2021-22 LEA Common Assessment - ELA	2022-2023 SYSD Common Assessment ELA Percent Proficient	2023-2024 SYSD Common Assessment ELA Percent Proficient	By June 2024, the LEA Common Assessment data for ELA will indicate the following % of student meeting or exceeding standards: GR K-2 ALL: 69% EL: 69%
LEA Common Assessment - ELA Students Scoring at Meets or Exceeds Standard	GR K-2 ALL: 60% EL: 56%	GR K-2 ALL: 61% EL: 58%	Grades K-2 All: 62% EL: 63%	ELA GR K-2 All::66% EL:59%	GR K-2 ALL: 69% EL: 69%
	GR 3-8 ALL: 41% EL: 18%	GR 3-8 ALL: 50% EL: 36%	GR 3-8 All: 34% EL 23%	GR 3-8 ALL: 56% EL: 37%	GR 3-8 ALL: 50% EL: 38%
		2021-22 ELPAC Levels Level 4 = 11% Level 3 = 33% Level 2 = 33% Level 1 = 23%	Math Grades K-2 All: 77% EL: 79%	Math GR K-2 ALL:80% EL:76%	
			Grades 3-8 All 27% EL: 20%	GR 3-8 ALL:50% EL:34%	



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Pupil Achievement Annual Reclassification Rate Students reclassified as a % of prior year English learners	2019-20 District Reclassification Rate 2% (63 students)	2022 reclassification rate - 8% ( 223 students)	2023 reclassification rate: 22% students	2024 reclassification rate: 8.53% (172 students)	By June 2024, the district reclassification rate will have increased indicating that the district is reclassifying students at a rate of 15%
Pupil Achievement CAASPP: SBAC - ELA Scale Score Points Distance From Standard	2018-19 SBAC - ELA Scale Score Points Distance From Standard ALL = 28.6 points below standard EL = 45.8 points below standard  *Due to gap in data from COVID related school closures, we may review and revise baseline data after 2021-22 Cycle	LEA did not assess using the SBAC in 2020-21. Instead we opted to use Local Common Assessments. The data is reported below for ELA:  2021-22 LEA Created Common Assessment - ELA  Students Scoring at Meets or Exceeds Standard  GR K-2 ALL: 61% EL: 58% GR 3-8	2021-2022 SBAC Scale Score Points Distance From Standard  All = 42.6 points below standard EL = 64.8 points below standard  English Language Arts Met or Exceeded Grade 3 32% Grade 4 28% Grade 5 34% Grade 6 40% Grade 7 41% Grade 8 38%  Math Standard Met or Exceeded Grade 3 34%	2022-2023 SBAC-ELA and Math Scale Score Points Distance From Standard  ALL: 41.4 points below standard EL: 65.9 points below standard  English Language Arts Met or Exceeded Grade 3 38% Grade 4 26% Grade 5 32% Grade 6 33% Grade 7 42% Grade 8 35%  Math Standard Met or Exceeded	By June 2024, as measured by the scale score points distance from standard on the English Language Arts portion of the SBAC, as follows: ALL = 16.6 points below standard EL = 25.8 points below standard

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>Implementation of Standards:</p> <p>Programs and services enable EL to access the CCSS and ELD standards for purposes of gaining academic content knowledge and English language proficiency.</p>	<p>Maintain programs and services that enable access for 100% of English learners to the CCSS and ELD standards for purposes of gaining academic content knowledge and English language proficiency.</p>	<p>Maintain programs and services that enable access for 100% of English learners to the CCSS and ELD standards for purposes of gaining academic content knowledge and English language proficiency.</p>	<p>Maintain programs and services that enable access for 100% of English learners to the CCSS and ELD standards for purposes of gaining academic content knowledge and English Language Proficiency.</p>	<p>Maintain programs and services that enable access for 100% of English learners to the CCSS and ELD standards for purposes of gaining academic content knowledge and English Language Proficiency.</p>	<p>Maintain programs and services that enable access for 100% of English learners to the CCSS and ELD standards for purposes of gaining academic content knowledge and English language proficiency.</p>
		<p>ALL: 50% EL: 36%</p>	<p>Grade 4 21% Grade 5 18% Grade 6 23% Grade 7 21% Grade 8 21%</p>	<p>Grade 3 38% Grade 4 33% Grade 5 16% Grade 6 21% Grade 7 22% Grade 8 20%</p>	

## Goal Analysis

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

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

2.1 - ELPI (ELPAC) California Dashboard - every year, we work hard to make progress toward English Language Proficiency. Our desired outcome for 2024 was 56.3% of our students are making progress, and we fell a little short at 53.1% making progress.

2.2—LEA Common Assessments -ELA—Local Measures—Our performance has steadily risen every year, a testament to the collective effort and teamwork of our educators, administrators, and stakeholders. While we were very close, we did not reach our desired outcome of 69 % in K-2. However, we surpassed our desired outcome in grades 3-8. This success can be attributed to the effective ELD integrated and designated strategies we have implemented across all grade levels and subject matters, resulting from our shared responsibility and commitment to student growth.

2.3 - Academic Indicator—English Learner Reclassification Rate - The Percentage of English learners reclassified yearly. In 2023, our

reclassification rate jumped dramatically because our SWDs were reclassified according to their IEPs. We had a 15% of the desired outcome. We will work on establishing an achievable rate based on the other percentages.

- 2022 - 8% - NOT MET
  - 2023 - 22% - MET
  - 2024 - 8.53% - NOT MET
- 2.4- CAASPP/SBAC—ELA—Despite the challenges posed by the pandemic, SYSD started at 42.6 points below the standard. However, we have managed to decrease this gap by 1.2 points, a significant achievement. This progress is a testament to our commitment to meeting the academic Indicator CAASPP/SBAC ELA standard.
- 22/23 CAASPP Scores for ELs 65 points below standard -Desired outcome 2024 - 25.8 points below standard - NOT MET

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

- 2.3 - The slight difference is due to the increase in salary and benefits for all staff
- 2.6 - The difference is due to the increase in testing assistant positions

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

SYSD came together to use our continuous improvement cycle to leverage data reflection sessions to identify common agreements for implementing evidence-based instructional practices to support English Learners and their growth and development. Using our SCI PHY team has been very effective in releasing teachers to have these conversations with the instructional leader during a data reflection session, which was crucial to supporting English Learner growth. We will continue supporting our school sites with the SCI PHY team to look at data and best practices for all our struggling students, including our unduplicated students and students with disabilities.

We are extremely proud of our English Learner Progress. In 2023-24, 53.1 % of our students made progress toward English Language Proficiency, with an outstanding reclassification rate of 21% in 2022-23. The district provided professional development around ELD and supported the implementation using the EL Roadmap as our guide.

Overall, the various action steps outlined in Goal #2 were effective in most areas.



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.

2.1 - ELP I California Dashboard—SYSD implemented professional learning, guided planning, and instructional coaching to support the needs of all students around Integrated and Designated ELD and accelerate academic growth for English learners, socioeconomically disadvantaged students, and students with disabilities.

2.2 —LEA Common Assessments -ELA -and 2.4 - CAASPP/SBAC—ELA Based on qualitative and quantitative data, teachers had opportunities for professional development and implementation support to improve the achievement of student groups. Our biggest push will be strengthening our Tier 1 support for all staff working with children. We will focus on targeted interventions and expanded learning time specific to student-identified needs using data to inform placement, which is intended to be built and based on each student's unique learning needs. SYSD will continue to follow the established instructional design for ELA and use our cycle of continuous improvement to leverage data reflection sessions to identify common agreements for the implementation of evidence-based instructional practices to support student growth and develop interventions for English Learners, Students with Disabilities, Homeless, and socioeconomically disadvantaged groups. We hope to see a yearly 5-10 point increase towards meeting the standard.

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

## Goals and Actions

### Goal

Goal #	Description
3	Ensure that all students are educated in positive academic environments that are safe, welcoming, and drug free.

### Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
School Climate: 2019-20 Data Quest Suspension Data	2019-20 Data Quest Suspension Rate: 2.5%	2020-21 Data Quest Suspension Rate: 0%	2021-22 Suspension Rate 2.5%	2022-23 Dashboard Suspension Rate 3%	By June 2024, the suspension rate will have decreased and be at 1% or lower.
School Climate: PBIS Data - Referrals	Middle School Referral Data Baseline to be established during the 2021-22 school year with implementation of SWIS data collection system.	Middle School Referral Data Baseline to be established during the 2022-23 school year with implementation of SWIS data collection system.	Panorama System will be implemented in 2023-2024 and discipline referrals will be monitored and analyzed by school PBIS Teams	There was no SWIS system that was implemented to track referrals to use for PBIS Data	By June 2024, the middle school referral data will decrease by 6% as measured by SWIS data collection system.
Pupil Engagement: CA Dashboard Chronic Absenteeism	2018-19 CA Dashboard Data Chronic Absenteeism Rate - 10.1%	2020-21 CA Dashboard Data (most recent data) Chronic Absenteeism Rate - 18.1%	Decrease of Chronically Absent Students By School (June 2022 to April 2023) La Mirada -9% Ocean View Hills -8%	2022-23 Dashboard Increased by 4.1%	By June 2024, chronic absenteeism will decrease for all students, including SWD and McKinney Vento students, by 3% as measured by the CA Dashboard

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Basic Services: Facility Inspection Tool (FIT Report)	100% of schools with rating of "good" or better - Facility Inspection Tool (FIT Report)	100% of schools with rating of "good" or better - Facility Inspection Tool (FIT Report)	100% of schools with rating of "good" or better - Facility Inspection Tool (FIT Report)	100% of schools with a rating of "good" - Facility Inspection Tool (FIT Report)	Maintain 100% of schools with rating of "good" or better -FIT Report
School Climate: CHKS Survey	CHKS Survey Data 2020-21 School Engagement & Supports School Connectedness 58% Monthly Absences (3+) 13% Caring Adult Relationships 58% Facilities Upkeep 76%	CHKS Survey Data 2020-21 (No CHKS Survey Data in 2021-22, as it is only required every other year. School Engagement & Supports School Connectedness 58% Monthly Absences (3+) 13% Caring Adult Relationships 58%	CHKS Survey Data 2022-2023 School Engagement and Supports School Connectedness 51% Monthly Absences (3+) 17% Caring Adult Relationships 57% Facilities Upkeep 75% School Safety	CHKS Survey Data 2023-2024 Elementary School Engagement & Supports: School Connectedness - 70% Monthly Absences (3+) - 22.5% Caring Adult Relationships - 68% Facilities Upkeep - 60% School Safety: School safe or very safe - 72% Experienced Harassment/Bullying - 40%	By June 2024, the data will improve for each area as indicated: School Engagement & Supports School Connectedness +6% Monthly Absences (3+) -3% Caring Adult Relationships +6% Facilities Upkeep +6% School Safety
			San Ysidro Middle - 9% Smythe +4% Sunset -18% Vista del Mar Willow - 8%		Chronic Absenteeism Rate.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>School Safety</p> <p>School safe or very safe 68% Experienced Harassment/Bullying 18% Rumors or lies spread about you 20% Seen a weapon on campus 7%</p> <p>Substance Abuse</p> <p>Current alcohol or drug use 4% Current vaping 1.5%</p>	<p>Facilities Upkeep 76%</p> <p>School Safety</p> <p>School safe or very safe 68% Experienced Harassment/Bullying 18% Rumors or lies spread about you 20% Seen a weapon on campus 7%</p> <p>Substance Abuse</p> <p>Current alcohol or drug use 4% Current vaping 1.5%</p>	<p>School Safe or very safe 51% Experienced Harassment/Bullying 13% Ruor or lies spread about you 14% Seen a weapon on campus 7%</p> <p>Substance Abuse</p> <p>Current alcohol or drug use 5% Current vaping 2% 2022-23 California Healthy Kids Survey (CHKS) Staff Survey Percentage responding "Agree/Strongly Agree"</p> <p>School is a safe place 86% School is a supportive/inviting place 85% Schools are a safe place for staff 88% Schools encourage participation 78 Schools are well maintained 75%</p>	<p>Rumors or lies spread about you - 45% Seen a weapon on campus - 15% Substance Abuse: Current alcohol or drug use - 26% Current vaping - 4%</p> <p>2023-2024 California Healthy Kids Survey and CHKS Staff Survey</p> <p>CHKS Staff: Percentage responding "Agree/Strongly Agree"</p> <p>School is a safe place: 32% School is a supportive/inviting place 36% Schools are a safe place for staff 30% Schools encourage participation 34% Schools are well maintained 24%</p>	<p>School safe or very safe +6% Experienced Harassment/Bullying -6% Rumors or lies spread about you -6% Seen a weapon on campus -2%</p> <p>Substance Abuse</p> <p>Current alcohol or drug use - 4% Current vaping -1.5%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Pupil Engagement: LEA Attendance Data	2020-21 Attendance Data SYSD 94.35%  La Mirada 92.81% Ocean View Hills 95.90% Smythe 92.73% Sunset 94.38% SYMS 94.06% Vista Del Mar 97.09% Willow 93.49%	2021-22 Attendance Data  SYSD Total: 89.83%  La Mirada: 90.33% OVHS: 91.45% Smythe: 87.67% Sunset: 88.73% SYMS: 89.37% VDM: 93.02% Willow: 88.29%	2022-2023 Attendance Data  SYSD Total 90.46%  La Mirada 90.4 % OVHS 92.63% Smythe 86.5% Sunset 92.2% SYMS 87.5% VDM 92.5% Willow 89.9%	2023-2024 Attendance Data  SYSD Total - 91.33%  La Mirada - 90.86% OVHS - 94.47% Smythe - 87.97% Sunset - 93.00% SYMS - 87.36% VDM - 94.021% Willow - 90.39%	By June 2024, the local attendance data will indicate a 1.5% increase as measured by our LEA data tracker.
Pupil Engagement: CALPADS 14.1 Student Absenteeism Snapshot (5/17/21)	CALPADS 14.1 Student Absenteeism Snapshot (5/17/21)  Total : 8.13%  La Mirada: 17.33% Ocean View Hills: 4.05%	CALPADS 14.1 Student Absenteeism Snapshot *Not available until June 30, 2022* Will discontinue this metric as Chronic Absenteeism Data is now available  2020-21 CA Dashboard Data	Chronic Absenteeism/California a Dashboard 33%  Chronic Absenteeism Rates 2022-2023 28%	CALPADS 14.1 Student Absenteeism Snapshot 22.92%	By June 2024, all schools will show a decline in Chronic Absenteeism Rates of 1.5% as measured by CALPADS 14.1 Student Absenteeism Snapshot.



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	San Ysidro Middle: 10.71% Smythe: 12.85% Sunset: 3.64% Vista Del Mar: 4.36% Willow: 9.38%	Chronic Absenteeism Rate - 18.1%			
Pupil Engagement Middle School Dropout Rates CALPADS 1.14 Dropout Counts	Middle School Dropout Rates CALPADS 1.14 Dropout Counts Total: 23 San Ysidro Middle: 18 Vista Del Mar: 5	Middle School Dropout Rates CALPADS 1.14 Dropout Counts Total: 18 San Ysidro Middle: 13 Vista Del Mar: 5	Middle School Dropout Rates CALPADS 1:14 Dropout Counts Total 0 San Ysidro Middle 0% Vista del Mar 0%	Middle School Dropout Rates CALPADS 1:14 Dropout Counts Total 0 San Ysidro Middle 0 Vista Del Mar 0	By June 2024, all schools will show a decline in Middle School Dropout Rates of 6 students total.
School Climate: 2019-20 Data Quest: Expulsion Rate	2019-20 Data Quest: Expulsion Rate: 0%	2020-21 Data Quest: Expulsion Rate: 0%	2021-2022 Data Quest Expulsion Rate 0%	2022-2023 Expulsion Rate 0%	By June 2024, the expulsion rate will remain at 0%.

## Goal Analysis

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

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

Action Steps 3.1, 3.4, 3.5, and 3.6 - Maximize the use of personnel to ensure student safety and access to an equitable environment. Since 2020, it has been a high priority to provide a safe and healthy learning environment. This started in the summer of 2020 when the District proactively prepared for students to return to school. This included ordering and supplying all sites with an array of materials required to safely open schools, including masks, hand sanitizer, materials to properly space students, sanitizing machines, thermometers, and other various safety equipment. Additionally, all classroom ventilation systems were updated to ensure high-quality air filtration. Due to the proactive approach, the District took in the summer of 2020, SYSD was able to reopen its schools to in-person learning in July of 2021. The District Site administration was extensively trained on best practices for active school shootings. Additionally, all sites hired Campus security. All sites reported good standing for our facilities in their SARC.

Action Steps 3.7-3.8 - I supported staff in professional learning and implementation in the areas of Restorative practices and Positive Behavior intervention. This led to enrichment opportunities and programs for students to improve the academic environment, including an extended school year. These opportunities accelerated learning for students through targeted interventions and enrichment opportunities. These students were engaged and were connected to school, including our unduplicated students.

Action Steps 3.9 & 3.12 - The District has also made a significant effort to decrease the Chronic Absenteeism rate by working closely with families and taking a "whole child" approach. The District has implemented a multi-tiered approach, including various interventions such as teachers calling home to express concerns, school personnel meeting with families and conducting empathy interviews, organizing Student Success Team (SST) meetings with families to identify obstacles and provide resources and interventions, and conducting home visits. In 2023-2024, the District intensified its focus on attendance due to the increase in Chronic Absenteeism in 2022-2023 as reported on the CA Dashboard. Each site was involved in iCAN with the county office and implemented attendance incentive programs.

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

- 3.1 - The difference is due to the shift in budgeted expenditures from RRMA to other funds such as G.O. bonds and COPS refunding. Some services met the criteria for construction project instead of maintenance.
- 3.6 - The visitor management software has not been implemented.
- 3.8 - The district will continue to evaluate and survey the needs of our student population.
- 3.10 - The total salary and benefits for the Director of Educational Services was reportedly incorrectly. This amount has been revised and reported correctly.
- 3.14 - The difference is due to the increase in salary and benefits for all staff.

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

California Healthy Kids Survey for  
Elementary and Secondary Students

School Engagement and Supports - While feeling more connected to our schools and having developed stronger relationships with caring adults, our students face some concerning issues. We have noticed a significant increase in monthly absences, which clearly indicates potential issues. Additionally, there is a pressing need for improved facility upkeep, which directly impacts the safety and well-being of our students.

School Safety - Our students feel safe at school, but there is an increase in harassment and bullying, rumors or lies spread about them, and weapons on campus.

Substance Abuse - Our students have experienced an increase in current alcohol or drug use and current vaping.

Staff:

School is a safe place

School is a supportive/inviting place

Schools are a safe place for staff

Schools encourage participation

Schools are well-maintained

While we have seen a significant decrease in some areas on the staff survey, it's important to note that we still have a strong foundation to build upon for next year's LCAP.

Despite the ongoing concern about attendance, we are making strides in keeping students engaged and in school. Our daily attendance rate has increased slightly, and we are optimistic about further improvements. According to the California Dashboard, we have seen a 4.1% increase.

The universal screener, mySAEBRS, was very effective in helping us identify our tier 2 and tier 3 students and get them support as soon as possible. Also, professional development around PBIS and restorative practices kept our students engaged and on task. School support, such as counselors, social workers, and behavior specialists, effectively supported the social and emotional well-being of our students, staff, and community.

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.

To address the issue of our students and staff not feeling safe in our school, we are working with our Coordinator of Pupil Services to support students and families through wrap-around services, such as Full Community Schools and Promised Neighborhoods programs. The San Ysidro School District has also created a focus on social-emotional well-being and mental health support for students by implementing a multi-tiered system of support to build and support student's social-emotional well-being and resiliency. This approach includes the implementation of Universal, Tier 1 support for all students through implementing a social-emotional curriculum at all grade levels. This year, SYSD implemented the mySAEBRS Universal Screener, which identifies students' emotional needs and suggests which Tier of support is



most appropriate. Continue to work with our community. We are also working on a project for a single point of entry for our schools to ensure students and staff feel safe.

SYSD is taking proactive steps to decrease chronic absenteeism across all student groups, including students with disabilities. We are committed to incorporating best practices and will continue to employ Outreach Consultants at each school site. These consultants play a crucial role in tracking attendance, serving as a parent liaison to increase parent awareness and involvement in school, and providing parents and students with resources needed to improve student achievement. Our Coordinator of Pupil Services is a valuable resource for the Outreach Consultants, and they serve as the district liaison for outreach services to assist families with issues that may hinder student attendance, engagement, and achievement. A key focus will be the implementation of Attendance Student Study Teams (A-SSTs) as a trauma-informed approach to early identification and outreach for students at risk of chronic absenteeism. This includes follow-up to ensure families benefit from the wrap-around support they are referred to. In addition, SYSD is partnering with Promise Neighborhoods, a program administered by South Bay Community Services, to provide participating schools with additional attendance monitoring support.

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

# Goals and Actions

## Goal

Goal #	Description
4	All students will obtain the necessary social-emotional skills to build resilience and thrive in an equitable educational environment, their community and beyond.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
School Climate: CHKS Survey Data 2020-21	CHKS Survey Data 2020-21 Social & Emotional Health Social emotional distress 24% Experienced chronic sadness /hopelessness 36% Considered suicide 14% Self-Efficacy 68% Self Awareness 65% Problem Solving 48% Optimism 58% Gratitude 68%	CHKS Survey Data 2020-21 (No CHKS Survey Data in 2021-22, as it is only required every other year. Social & Emotional Health Social emotional distress 24% Experienced chronic sadness /hopelessness 36% Considered suicide 14% Self-Efficacy 68% Self Awareness 65% Problem Solving 48%	California Healthy Kids Survey (CHKS) Data 2022-2023 Social/Emotional Health Social Emotional distress 24% Experienced chronic sadness/hopelessness 33% Considered suicide 15% Self-Efficacy 70% Self Awareness 62% Problem Solving 49% Optimism 57% Gratitude 68%	California Healthy Kids Survey Data 2023-2024 (Still Collecting Data) Social/Emotional Health: Social Emotional distress 21% Experienced chronic sadness/hopelessness 31% Considered suicide 10% Self-Efficacy 68% Self Awareness 62% Problem Solving 47% Optimism 53% Gratitude 65%	By June 2024, the CHKS survey data will show Social & Emotional Health Social emotional distress -6% Experienced chronic sadness/ hopelessness -6% Considered suicide -6% Self-Efficacy +6% Self Awareness +6% Problem Solving +6% Optimism +6%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
School Climate Universal Screener	The baseline data for the Universal Screener data will be established during the 2020-21 school year.	The Universal Screener has been purchased. The program will be implemented in 2022-23 school year. Baseline data will be established in 2022-23	2022-2023 Universal Screener given in winter and spring Baseline Data: 69% tier one- 1831 students 26% tier two- 671 students 5% tier three- 138 students	2023-2024 Universal Screener given in the winter and spring 23-24 Average: Tier 1 Low Risk - 65% Tier 2 Some Risk - 29% Tier 3 High Risk - 6%	By June 2024, the Universal Screener data will show a decrease in the number of students indicated for Tier 2 & Tier 3 supports by 1/6 of the baseline data respectively.
Mental Health/Social Emotional Well Being Threat Assessments & Suicide Risk Assessments	New Metric for 21-22, Baseline set in Year 1	2021-22 Threat Assessments (YTD 05.23.2022) SYSD Total: 20 La Mirada: 0 OVHS: 2 Smythe: 0 Sunset: 3 Willow: 6 SYMS: 8 VDM: 1	2022-2023 Threat Assessments SYSD Total- 31 La Mirada - 3 OVHS- 6 Smythe- 1 Sunset- 3 Willow- 6 SYMS- 5 VDM- 7	2023-2024 Threat Assessments SYSD Total - 31 La Mirada - 1 OVHS - 2 Smythe - 1 Sunset - 1 Willow - 8 SYMS - 12 VDM - 4	By June 2024, the Threat Assessment Data will show SYSD Total: 11 (-9) By June 2024, the Suicide Risk Assessment Data will show: SYSD Total: 65 (-16)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		2021 - 22 Suicide Risk Assessments (YTD 05.23.2022) SYSD Total: 81 La Mirada: 6 OVHS: 7 Smythe: 23 Sunset: 3 Willow: 15 SYMS: 19 VDM: 8	2022-2023 Suicide Risk Assessments SYSD Total- 79 La Mirada - 12 OVHS- 8 Smythe- 2 Sunset- 2 Willow- 16 SYMS- 27 VDM- 12	SYSD Total - 64 La Mirada - 4 OVHS - 9 Smythe - 13 Sunset - 4 Willow - 7 SYMS - 27 VDM - 0	
Pupil Engagement: CA Dashboard Data: Chronic Absenteeism Rate	2018-19 CA Dashboard Data Chronic Absenteeism Rate - 10.1%	2020-21 CA Data Quest Chronic Absenteeism Rate - 18.1%	2022-2023 Chronic Absenteeism Rate 32%	2023 CA Dashboard Chronic Absenteeism Rate 36.4%	By June 2024, chronic absenteeism will decrease for all students, including SWD and McKinney Vento students, by 3% as measured by the CA Dashboard Chronic Absenteeism Rate.
Pupil Engagement: LEA Attendance Rates	2020-21 Attendance Data SYSD Total : 94.35% La Mirada 92.81%	2021-22 Attendance Data SYSD Total: 89.83% La Mirada: 90.33% OVHS: 91.45% Smythe: 87.67%	2022-2023 Attendance Data SYSD Total: 88.4% La Mirada: 90.40% OVHS 92.63% Smythe 86.58%	2023-2024 Attendance Data SYSD Total: 92.08% La Mirada: 92.04% OVHS: 94.53% Smythe: 89.97%	By June 2024, the local attendance data will indicate a 1.5% increase as measured by our LEA data tracker.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Ocean View Hills 95.90% Smythe 92.73% Sunset 94.38% SYMS 94.06% Vista Del Mar 97.09% Willow 93.49%</p>	<p>Sunset: 88.73% SYMS: 89.37% VDM: 93.02% Willow: 88.29%</p>	<p>Sunset 92.28% SYMS 87.56% VDM 92.58% Willow 89.70%</p>	<p>Sunset: 94.22% SYMS: 88.24% VDM: 94.45% Willow: 91.08%</p>	
<p>Pupil Engagement: CALPADS 14.1 Chronic Absenteeism Snapshot (5/17/21)</p>	<p>CALPADS 14.1 Chronic Absenteeism Snapshot (5/17/21)  SYSD Total : 8.13%  La Mirada: 17.33% Ocean View Hills: 4.05% San Ysidro Middle: 10.71% Smythe: 12.85% Sunset: 3.64% Vista Del Mar: 4.36%</p>	<p>CALPADS 14.1 Student Absenteeism Snapshot *Not available until June 30, 2022* Will discontinue this metric as Chronic Absenteeism Data is now available  2020-21 CA Dashboard Data  Chronic Absenteeism Rate - 18.1%</p>	<p>2020-21 CA Dashboard  Chronic Absenteeism Rate 28.1%</p>	<p>2022-2023 CALPADS 14.1 Snapshot 22.92%</p>	<p>By June 2024, all schools will show a decline in Chronic Absenteeism Rates of 1.5% as measured by CALPADS 14.1 Student Absenteeism Snapshot.</p>



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Willow: 9.38%				
School Climate	2019-20 Data Quest	2020-21 Data Quest	2022-2023	2023-2024	By June 2024, the suspension rate will have decreased and be at 1% or lower.
2019-20 Data Quest: Suspension Rate	Suspension Rate: 2.5%	Suspension Rate: 0%	Suspension Rate 2.5%	Suspension Rate 3.0%	
School Climate:	2019-20 Data Quest	2020-21 Data Quest	2022-2023	2023-2024	By June 2024, the expulsion rate will remain at 0%.
2019-20 Data Quest: Expulsion Rate	Expulsion Rate: 0%	Expulsion Rate: 0%	Expulsion Rate 0%	Expulsion Rate 0%	

## Goal Analysis

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

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

The main objective of this goal is to increase student resiliency and engagement in their learning. Based on the California Healthy Kids Survey Results, we had mixed results.

- Social and emotional distress—We observed a 3% decrease from last year, a positive trend. Although we didn't reach our goal of -6%, we are committed to improving social emotional well-being.
- Experienced chronic sadness/hopelessness went down by 2% from last year- Overall, we did not reach our goal of -6%, but we continue to work on social emotional well being
- Considered suicide went down by 5% from last year - Overall, we came very close to reaching our goal of -6%, and we will continue to work on social emotional well being
- Self-efficacy decreased by 2% from last year, which is an area that needs our attention. While we didn't meet our goal of +6%, we are dedicated to building resilience in our students.
- Self Awareness stayed the same from last year - although we did not reach our goal of +6%, we continue to work on self awareness
- Problem Solving went down 2% from last year - Overall, we did not reach our goal of +6%
- Optimism went down from last year by 4% - Overall, we did not reach our goal of +6%
- Gratitude went down from last year by 3% - Overall, we did not reach our goal of +6%

Last year was the first year we implemented a universal screener 3 times a year. Our data shows we increased our tier 2 and tier 3 supports instead of decreasing them.

Suicide Risk Assessments decreased from 79 to 64 district wide

Threat assessments stayed the same at 31 district wide

The chronic absenteeism rate increased slightly from 32% to 36.4%, and we continue to make chronic absenteeism a priority.

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

4.1 - Unable to recruit Social Workers to support the implementation of MTSS; Social Workers staffing shortage.

4.3 - The cost for the universal screener is less than anticipated.

4.4 - The cost for Second Step is less than anticipated.

4.9 - Reflects the increase in salary and benefits for all staff

4.10 - Unable to recruit; limited applicants and only able to hire 1.0 FTE Behavior Specialist

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

Overall, the actions outlined in goal #4 proved highly effective in achieving the objective of increasing Student resiliency and increase their engagement in their learning.

Action Step 4.1—The employment of additional social workers to bolster the multi-tiered system of support for mental health has been a resounding success. However, it's crucial that we continue to receive this support as we transition into the new LCAP cycle.

Action Step 4.3—The Universal Screener was purchased and implemented district-wide. We started as a pilot at several school sites, but it has grown to screen over 2,000 of our elementary and middle school students. This information has helped to shift our decision-making to data-driven and best practices.

Action Steps 4.9 and 4.10—The District employed a Coordinator of Pupil Services and a Coordinator of Student Services to support with wrap-around services, multi-tiered support for mental health and well-being, and school connectedness for all students, including our unduplicated students.

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.

The district is addressing the issue of student well-being by supporting the schools with our Coordinator of Pupil Services and our Coordinator of Student Services to support students and families through wrap-around services with the Full Community Schools and Promised Neighborhoods programs. The San Ysidro School District has also created a focus on social-emotional well-being and mental health support for students by implementing a multi-tiered support system to build and support students' social-emotional well-being and resiliency. This approach includes the implementation of Universal, Tier 1 support for all students through implementing a social-emotional curriculum and professional development for all grade levels. SYSD implemented the mySAEBRS Universal Screener, which identifies students' emotional needs and suggests which Tier of support is most appropriate. This is our second year with this screener and we continue to use it to support our students and staff.

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



## Goals and Actions

### Goal

Goal #	Description
5	Increase parent engagement, involvement, and satisfaction with the educational process annually.

### Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent Engagement: Parent Workshops Offered	2019-20 Parent Educational Workshops District Office: 55 parent workshops 2020-21 Parent Educational Workshops District Office: 0 parent workshops (due to COVID-19 Closures)	2021-22 Parent Educational Workshops District Office: 0 parent workshops (due to COVID-19)	Parent Engagement California School Parent Survey New Metric: Positive Responses Parental Involvement 86% School Supports for Students 42% Fairness, Rule Clarity, and Respect for Diversity 86% Substance Use, School Disorder, and Bullying 50% Facilities 89%	Parent Engagement California School Parent Survey New Metric: Positive Responses Parental Involvement 49% School Supports for Students 88% Fairness, Rule Clarity, and Respect for Diversity 44% Substance Use, School Disorder, and Bullying 19% Facilities 36%	By 2024, SYSDD will increase the number of workshops and opportunities for parents to engage in learning by 15%.
School Community Events	New Metric for 2021-22 Baseline to be set in 2022-23	2021-22 School Community Events • Military Families Resource Fair	2022-2023 School Community Events Military Family Resource Fair 11/30/2022	2023-2024 School Community Events Military Family Resource Fair 9/16/2023	By 2024, SYSDD will increase the number of School Community events to 7 to give our families more opportunities to receive information on

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent Engagement: Parent Workshops Targeted Topics	2020-21 Targeted Parent Workshops 8 Special Education Targeted Parent Workshops (4 SELPA & 4 Local) 0 Targeted Workshops for all other Groups	2021-22 Targeted Parent Workshops 14 Special Education Targeted Parent Workshops (4 SELPA & 10 Local) 3 English Learner Parent Workshops 7 Mental Health Workshops Series (1 per school site)	2022-23 Total District Workshops 27 Internet Safety Self Image Literacy Foundations Sexual Abuse Mental Health MTSS Academic and Social Emotional Tiers Math Nights	2023-2024 Total District Workshops 27 Internet Safety Self Image Literacy Foundations Sexual Abuse Mental Health MTSS Academic and Social-Emotional Tiers Fentanyl Presentation	By 2024, SYSD will provide access to workshops 3x annually targeting families of a variety of student groups, including English learners, students with disabilities, military families, foster families and families experiencing homelessness.
Parent Engagement: Parent Participation in LEA Plan	2020-21 LCAP Involvement 7 Community Feedback Session (1 at each school site) DPAC/DELAC Feedback Session	2021-22 LCAP Involvement 7 Community Feedback Session (1 at each school site) DPAC/DELAC Feedback Session	2022-2023 LCAP Involvement DPAC/DELAC Feedback Session	2023-2024 LCAP Involvement DPAC/DELAC Feedback Session Educational Partners Survey	By 2024, SYSD will increase parent engagement in the LEA Plan through increased participation in the LCAP feedback process as measured by respondents to

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Stakeholder Survey = 185 respondents	Educational Partners Survey = 333 respondents	Educational Partners Survey Responses/Feedback Sessions Responses 452	Responses/Feedback Sessions Responses 503	stakeholder surveys to increase by 50%. By 2024, SYSD will maintain 7 community feedback sessions and 1 DPAC/DELAC feedback session to inform the LCAP
Parent Engagement: Parent Conference Attendance	New Metric for 2021-22 Baseline to be set in 2022-23	New Metric for 2021-22 Baseline to be set in 2022-23	Parent Conference Attendance -- Fall/Spring 50%	Parent Conference Attendance - Fall/Spring 65%	By 2024, SYSD will increase the number of parents attending parent conferences by 25%.
Parent Engagement:	New Metric for 2021-22	New Metric for 2021-22	2022-23 Back to School Night Attendance	2023-2024 Back to School Night	By 2024, SYSD will increase the number of parents attending

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Back to School Night Attendance	Baseline to be set in 2022-23	Baseline to be set in 2022-23	Willow 50% Sunset 37% Smythe 27% La Mirada 30% San Ysidro Middle School 25% Vista del Mar 50% OVHS 40%	Willow - 53% Sunset - 48% Smythe - 45% La Mirada - 23% San Ysidro Middle School - 30% Vista del Mar - 60% OVHS - 48%	parent conferences by 25%.
Parent Engagement: Open House	New Metric for 2021-22 Baseline to be set in 2022-23	New Metric for 2021-22 Baseline to be set in 2022-23	Open House Attendance was not collected. It will be added in 2023-2024	2023-2024 Open House Willow - 345 Sunset - 310 Smythe - 315 La Mirada - 144 San Ysidro Middle School - 450 Vista del Mar - 107 OVHS - 403	By 2024 SYSD will increase the number of parents attending Open House by 25%

## 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.

California Healthy Kids Parent Survey tells us that parents do not feel we have enough opportunities for them to get involved in our schools and districts. It went significantly down from 86% to 49% from last year. However, they feel that we have school support for their children at

88% compared to last year's 42%. Other areas that decreased significantly were fairness, rule clarity, Respect for diversity, and facilities. On a positive note, we had substance use, school disorder, and bullying go down significantly from 50% to 19%.

Despite not meeting the goal of 7 events, we made significant strides in increasing school community events. This demonstrates our commitment to fostering a strong and engaged school community.

We steadily offered 27 workshops throughout the school year for our families.

We have made a concerted effort to increase our LCAP Involvement and feedback sessions, aligning with our commitment to transparency and continuous improvement. This has been done to support the new LCAP Cycle and ensure all educational partners have a voice.

Our parent Conference attendance increased from 50% to 65% this year. We did not meet our goal of a 25% increase, but we were very close.

Overall, our back-to-school night attendance increased, but we did not meet the goal of 25%. Due to the pandemic, our baseline was in 2022-2023, so we hope to reach our goal of increasing our back-to-school night parent attendance in the next LCAP cycle.

This was our first year collecting data for Open House, so we do not have anything to compare it with. We will continue to collect data to achieve the desired outcomes for the next LCAP cycle.

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

5.3 - Increase in parent professional development such as PIQE and CABE

5.6 - Reflects the increase in salary and benefits for all staff

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

Action Steps 5.3 and 5.7 - Despite not meeting the goal of 7 events, we made significant strides in increasing school community events. This demonstrates our commitment to fostering a strong and engaged school community. We steadily offered 27 workshops throughout the school year for our families.

Action Step 5.2 - The District has made a concerted effort to increase our LCAP Involvement and feedback sessions, aligning with our commitment to transparency and continuous improvement. This has been done to support the new LCAP Cycle and ensure all educational partners have a voice.



Action Step 5.4 - Our parent Conference attendance increased from 50% to 65% this year, a positive step forward. While we didn't quite meet our goal of a 25% increase, we came very close. Similarly, our back-to-school night attendance saw an increase, although we fell short of our 25% target. Despite the pandemic affecting our baseline in 2022-2023, we remain optimistic about reaching our goal of increasing our back-to-school night parent attendance in the next LCAP cycle. This was our first year collecting data for Open House, so we're committed to continuing to collect data to achieve our desired outcomes for the next LCAP cycle.

Action Steps 5.5 and 5.6 - The District employed interpreters to provide translation and interpretation services through the district. They also employed a Coordinator of Public Relations and Community Services to support the coordination of parent engagement, communication, and access for all families. We have seen an increase in social media posts and weekly highlights going out to families.

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.

The district office, in collaboration with our communication specialist, is working to enhance parent engagement. We have significantly increased our communication with parents, sharing weekly highlights and important announcements. Our MOTF department has meticulously designed a deep cleaning schedule, a crucial step in ensuring the upkeep and safety of our school facilities.

We are committed to expanding our school community events and workshops throughout the academic year, with your valuable input and participation.

Educational Services will continue to promote transparency and support the new LCAP by involving educational partners in ongoing feedback sessions.

Parent Conferences, back-to-school nights, and open house attendance will continue to be collected and monitored throughout the school year.

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

## Instructions

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

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

## Goals and Actions

### Goal(s)

#### Description:

Copy and paste verbatim from the 2023–24 LCAP.

#### Measuring and Reporting Results

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

#### Metric:

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

#### Baseline:

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

#### Year 1 Outcome:

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

#### Year 2 Outcome:

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

#### Year 3 Outcome:

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

#### Desired Outcome for 2023–24:

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

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

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

## Goal Analysis

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

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

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

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

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

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

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

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

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

California Department of Education  
November 2023



## Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
San Ysidro School District	Maria C. Rodriguez Coordinator of Federal and State Programs and Language Acquisition	maria.rodriguez@systsdschools.org 619-428-4476

## Plan Summary [2024-25]

### General Information

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

The community of San Ysidro is located adjacent to the U.S. - Mexico border - a binational region. There are 3990 students are enrolled in the San Ysidro School District (SYSD). Of these students, almost 22% are identified as without stable housing according to McKenny-Vento guidelines., 76.8% are designated as socioeconomically disadvantaged, and 53.6% are English learners. Among our English learners, Spanish is the dominant primary language of our families, but over 18 other languages and dialects are represented within our school community. As a district we serve a higher-than-average percentage of students with disabilities, as almost 14% of our student population qualifies for Special Education services. The district consists of five elementary schools offering kindergarten through 6th grade and two middle schools serving students from grades 7 and 8. Additionally, the school district runs a preschool program through our Child Development Center (CDC). Transitional and pre-Kindergarten are offered within the district at selected school sites.

## Reflections: Annual Performance

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

California School Dashboard has identified the San Ysidro School District with the following:

- Our most pressing issue is Chronic Absenteeism, which has reached a critical level (red) with a significant increase of 4.1 from last year. We have initiated several measures and are working closely with SDCOE under Differentiated Assistance. Notably, Willow, Vista Del Mar Middle, Smythe, La Mirada, and Ocean View Hills have significantly risen. San Ysidro Middle School, while still a concern, has shown improvement, moving from red to orange with a decline of 2.5 pts from the prior year.
- Willow has Students with Disabilities, Hispanic, English Learners, Homeless, and Socioeconomically Disadvantaged in Red.
- Ocean View Hills has Students with Disabilities, Socioeconomically Disadvantaged, English Learners, Hispanic, Homeless, Two or More Races, and White students in Red.
- Vista Del Mar has English Learners, Hispanic, Homeless, socioeconomically Disadvantaged, and Students with Disabilities in Red.

On a positive note, the homeless student group population has declined across the district. This is a significant achievement and a testament to our collective efforts. San Ysidro Middle School's homeless student group population has decreased by 4.5 pts. from the prior year. While still in the yellow zone, Sunset has also seen a considerable decline of 9.4 pts. This is a positive trend that we hope to continue. It is important to note that Sunset has decreased in all student groups, with some groups experiencing significant declines.

The suspension Rate has increased (orange), with most of our schools at orange and medium. We have a high rate of suspensions for our African American student group in the district. San Ysidro Middle School is high but has declined by 0.4%, and they are yellow. Their homeless and students with disabilities were in yellow because there was a decline. Students with Disabilities declined by 2.3 pts, and homeless declined by 1.7 pts. Sunset Elementary is medium and has declined 0.6%; they are green. Sunset has all student groups in green and students with disabilities in blue. Ocean View Hills has maintained and continues to have a low status and is at green. Ocean View Hills has maintained two student groups at blue (White & Hispanic). They have declined in homeless (-0.6 pts.), students with disabilities (-0.6 pts.), two or more races (-0.1 pts.), and Filipino (-0.8 pts.) students. They have increased English Learners (0.3 pts.), socioeconomically disadvantaged (0.4 pts.), and African American (1.5 pts.) student groups.

English Language Arts was maintained, and we are Orange, with La Mirada and Willow in Red, San Ysidro Middle School, Sunset, Smythe in Orange, Vista Del Mar in Yellow, and Ocean View Hills in Green. Student groups Homeless and Students with Disabilities were Red, and African American, English Learners, Hispanic, and Socioeconomically Disadvantaged were in Orange.

- Sunset Elementary has Homeless in Red.
- San Ysidro Middle School has Homeless in Red.
- Willow has English Learners, Hispanic, Socioeconomically Disadvantaged, and Homeless in Red.

Mathematics has increased by 6.1 points, but we are still 70.4 points below standard, Yellow. We are very proud of this achievement. Ocean View Hills is in Green, San Ysidro Middle and Vista Del Mar are in Orange, Smythe, Willow, and Sunset are in Yellow, and La Mirada is in Red. Willow has Students with Disabilities in Red.

La Mirada qualified for Comprehensive Support and Improvement (CSI) because it is low-performing in Chronic Absenteeism, English



Language Arts, and Mathematics are in Red. It also has a Suspension Rate and English Learner Progress in orange.

Student Groups in Red:

- Chronic Absenteeism - English Learners, Hispanic, Homeless, Socioeconomically Disadvantaged, and Students with Disabilities
- English Language Arts - English Learners, Hispanic, Homeless, Socioeconomically Disadvantaged, and Students with Disabilities
- Mathematics - English Learners, Hispanic, Homeless, Socioeconomically Disadvantaged, and Students with Disabilities

Smythe qualified for Additional Targeted Support and Improvement (ATSI) because it is low-performing in Chronic Absenteeism in Red, Suspension Rate, English Learner Progress, and English Language Arts in Orange. In the area of Chronic Absenteeism, English Learners, Hispanics, Homeless, Socioeconomically Disadvantaged, and students with disabilities are in Red. In English Language Arts, English Learners, Homeless, and Socioeconomically Disadvantaged are in Red. In Suspension Rate, Homeless is in Red.

## Reflections: Technical Assistance

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

San Ysidro School District is eligible for Technical Assistance/Differentiated Assistance, consistent with EC Sections 47607.3, 52071.5, 52072, or 52072.5, and work is underway as part of receiving this assistance.

In LCFE State Priority 5, Pupil Engagement, San Ysidro School District has red on the Chronic Absenteeism Indicator.

Student Group: English Learners, Homeless, Hispanic, Tow or More Races, Socioeconomically Disadvantaged, and Students With Disabilities are in RED.

The work is underway, and our team members are:

- Russell Little - Asst Superintendent of Educational Leadership and Pupil Services
- Luis Ramos - Director of Educational Services
- Oscar Madera - Director of Special Education
- Manuel Bojorquez - Director of Human Resources
- Maria C. Rodriguez - Coordinator of Federal and State Programs & Language Acquisition
- Denise Villegas - Student Services Coordinator
- Veronica Medina - Coordinator of Pupil Services
- Efrain Burciaga - Principal

As a team, we have meticulously collected three types of data, each providing a unique perspective: Satellite data, offering a broad view; Map data, providing a detailed understanding; and Street data, giving us a close-up look. This comprehensive and thorough data collection is a crucial and reassuring step in our work, ensuring that no aspect is overlooked.

Satellite data revealed that only one school would need to improve chronic absenteeism to get us to the next and that our English Learners, Hispanic, Homeless, two or More Races, socioeconomically Disadvantaged, and Students with Disabilities are on Red on the Dashboard.

Our students with disabilities have the highest chronic absenteeism. Map data shows that students with disabilities score very high in kindergarten through 2nd grade in the LEA-created shared assessments. We also revealed that English Learners score very high in the LEA-created Math assessments and that CAASPP data in ELA moved from orange in 2022 to yellow districtwide in 2023.

Street data revealed that middle school students lack a sense of belonging, resulting in chronic absenteeism. Students stated that they wish they had a better relationship with their teachers and want them to know that they have a lot going on outside of school. Students also stated that more adult supervision is needed in the playground or lunch area and that everyone clearly understands the rules to help them feel safe.

The team has identified the root cause of the data analysis, a discrepancy in our tier 1 instruction and student engagement. We acknowledge this issue and are actively pursuing professional development to strengthen our Tier 1 instruction districtwide. We are also working on creating a districtwide system for Positive Behavior Intervention Support (PBIS), demonstrating our unwavering commitment to improving the educational environment for all students in the San Ysidro School District.

Goal 2 Action 2.1 - Professional Development with all educators on including all students in the learning environment. We will focus on inclusion and best practices for high student engagement. The root cause findings revealed a disconnect between adult and student perceptions of relationships, what inclusion looks and sounds like, and why students feel unsafe. This will support our aim to reduce chronic absenteeism, especially for our Students with Disabilities, Homeless, English Learners, and Unduplicated.

## **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.

La Mirada Elementary School

### **Support for Identified Schools**

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

The LEA will work with La Mirada Elementary School to develop a plan informed by state indicators and a school level needs assessment. The state indicators show Chronic Absenteeism in Red for English Language Arts, and Mathematics for many student groups.

- Chronic Absenteeism - English Learners, Hispanic, Homeless, Socioeconomically Disadvantaged and Students with Disabilities
- English Language Arts - English Learners, Hispanic, Homeless, Socioeconomically Disadvantaged, and Students with Disabilities
- English Learners performance level are 99.9 points below standard and declined 30.3 points
- Hispanic performance level are 86.4 points below standard and declined 22 points
- Homeless performance level are 108.1 points below standard and declined 37.9 points
- Socioeconomically Disadvantaged performance level 91.2 points below standard and declined 23.9 points

- Students with Disabilities performance level 152.2 points below standard and declined 56.5 points
- Mathematics - English Learners, Hispanic, Homeless, Socioeconomically Disadvantaged, and Students with Disabilities
- English Learners performance level 112.4 points below standard and declined 20.3 points
- Hispanic performance level 104 points below standard and declined 3d 5.4 points
- Homeless performance level 124.8 points below standard and declined 22.7 points
- Socioeconomically Disadvantaged performance level 109.4 points below standard and declined 11 points
- Students with Disabilities performance level 175.5 points below standard and declined 11.2 points

This information was shared with school site staff along with local data that included referral data and local assessment data for English Language Arts and Mathematics. These data presentations were the foundation for building understanding of present levels. The next steps included a needs assessment based on an understanding of the data and the identified needs of Educational Partners. The needs assessment included surveys, and feedback gathered at meetings with staff, parents, and students. Educational partner feedback will be gathered at staff meetings, department meetings, instructional leadership team meetings, positive behavior intervention and support (PBIS) committee meetings, School Site Council (SSC) meetings, and English Learner Advisory Committee (ELAC) meetings. Additionally, site administrator will meet with instructional staff to examine data, discuss classroom walk through observations, and to determine the next steps for improving instruction and equitable access for all students. In our analysis of school site needs we identified resource inequities by using data from the needs assessments that were distributed to staff and parents, LEA common assessment data for ELA and Math, State Assessment Data (ELPAC and CAASPP), as well as from classroom walk-through data. This information has helped us to determine the need for increased academic support for English Learners through academic language development and the need for high levels of academic language across all curricular areas. Additionally, our data indicated the need to support and develop student and family connectedness to the school which we are seeking to address through increased access through communication and PBIS strategies. An overview of the needs assessments also indicated the need to improve and support students through SEL and counseling, as this was an area that lacked resources. The interventions were selected through an evaluation of the needs assessments and alignment with the evidence-based interventions resources provided by the County Office of Education.

The needs assessment will determine that the greatest needs in relation to attendance and chronic absenteeism include parent communication and school climate. The identification of these two areas has supported the need to increase and refine parent involvement by improving our manner and frequency of communication. The school has added a monthly newsletter and weekly posts on social media, robocall and school websites of upcoming events. We will continue these methods of communication and continue to work with school site administrators to determine evidence based best practices to support chronic absenteeism issues. La Mirada plans to improve school culture by continuing and refining PBIS, through an active PBIS committee that works to achieve a system that motivates students and fosters student connectedness. The LEA has added additional support this year which impacts the school climate and culture. The LEA purchased a Tier I curriculum for Social Emotional Learning that is being implemented by teachers as part of our multi-tiered approach to mental health and well-being. This multi-tiered system also provides for a referral system to counseling support when deemed necessary. SWIS is being implemented for incident reporting, so that we are able to collect, summarize, and use student behavior data for decision making that is more effective and efficient. In terms of student attendance, the school's improved communication and school climate helps to incentivize student attendance and focus on the importance of attendance and engagement. The LEA is supporting attendance and engagement through a multi-tiered system which is coordinated at the district level with support from SDCOE and is managed on-site by the outreach consultant.

The needs assessment to determine the greatest needs in terms of student achievement indicated that the largest student need lies in the

language development of English language learners and academic language development of all learners. As the site worked with educational partners to pinpoint the needs of students and strategies to meet the needs of students, it was determined by educational partners that students would most benefit in terms of academic achievement with a site-wide focus on language development across all subjects and programs. La Mirada's principal is participating in equity work with the National Center for Urban School Transformation with a focus on supporting students who are at risk of becoming LTELs. This work includes professional learning, coaching from an NCUST executive coach, and a joint project. The project has focused on professional learning for staff and administrators (EL RISE, GLAD, and ELD), strategic class scheduling, and intervention supports).

The LEA is working with site administration to ensure that we were able to support the needs of the site as identified by educational partners. This has included discussing the site goals that were determined through the needs assessments and integrating the LCAP goals into the SPSA site goals and CSI plan. We will conduct meetings to analyze the information and data along the way to create a support system for the school sites needs and guide the development and implementation of needs assessment data into actions to meet the needs of students across the areas of concern.

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

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

To monitor the effectiveness of the plan we will monitor the data in the areas of attendance monthly through month end attendance data. This will include overall school attendance numbers, as well as reporting on the individual students who are at risk for chronic absenteeism or who have been referred for lack of engagement to discuss and analyze the implementation of their individual support plans and the impact that their plan is having on attendance and re-engagement. The review team will include the school outreach consultant, LEA Attendance Coordinator, and school site administrator.

In monitoring the effectiveness of the plan to address student achievement, an Educational Services administrator will meet with site administrators and site Instructional Leadership team will meet on a 6–8-week cycle to analyze LEA common assessment data for English Language Arts and Math, and our student groups of English Learners, Socioeconomically Disadvantaged, Hispanic, and Students with Disabilities. Additionally, we will work with teachers to identify an additional metric to track student growth. The focus of the meetings will be to assess student progress over time and the instructional practices, as well as to discuss individual student intervention plans for students who are demonstrating a lack of progress. This will help to provide site based instructional leadership as well as LEA based support.

To have a complete understanding of the impacts of the indicated interventions, we will also work to develop and implement the collection of survey data from teachers, parents, and students around school climate, communication, attendance, counseling, and behavioral supports, as well as the impacts of the implementation of SEL that will give us a deeper understanding of the qualitative aspects of these issues. This qualitative data and the quantitative data that is shared between each of the site & district level monitoring groups will be shared with the entire school site staff at staff meetings, ELAC (English Learner Advisory Committee), and to School Site Council(SSC) at SSC meetings on no less than a quarterly basis to ensure that all educational partners are able to analyze the data collected and monitor the progress towards the identified areas of support through close collaboration. These data analysis meetings will include a protocol to examine the various data points and look at the need to continue, refine, or revise actions within the plan to improve student's outcomes.

# 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
DELAC – District English Learner Advisory Committee	A presentation with LCAP goals was provided, and a digital/written survey was given for them to complete. Date 2/15/2024
DPAC – District Parent Advisory Committee	A presentation with LCAP goals was provided, and a digital/written survey was given for them to complete. Date 2/15/2024
DBAC – District Budget Advisory Committee	A presentation with LCAP goals was provided, and a digital/written survey was given for them to complete. Date 2/7/2024
CSEA – Classified Bargaining Unit	A presentation with LCAP goals was provided, and a digital/written survey was given for them to complete. CSEA - 4/5/2024
SYEA – Certificated Bargaining Unit	A presentation with LCAP goals was provided, and a digital/written survey was given for them to complete. SYEA - 4/10/2024
Parent/Staff/Student Responses	<p>A presentation with LCAP goals was provided, and a digital/written survey was given for them to complete. QR code posters and Robocalls of presentation and survey links were sent and placed in the office and at the front of all schools.</p> <p>La Mirada - 2/27/2024 -Coffee with the Principal, ELAC Meeting, student leaders - staff on - 3/12/2024</p> <p>Sunset - 3/7/2024 - Coffee with the Principal - staff - 4/2/2024</p> <p>SYMS - 3/7/2024 - School Site Council Meeting and students - staff - 2/23/2024</p> <p>OVH - 3/12/2024 - Coffee with the Principal - staff - 4/5/2024</p> <p>Willow - 3/12/2024 - School Site Council - staff - 2/3/2024</p> <p>Smythe - 3/14/2024 - School Site Council - staff - 3/15/2024</p> <p>Vista Del Mar 3/2024 - Coffee with the Principal - 2/23/2024</p> <p>SELPA - 4/19/2024</p>



Educational Partner(s)	Process for Engagement
	LCAP Parent Survey and Presentation went out Districtwide on 3/7/2024 Principals and Management - 2/14/2024
Public Hearing	June 6, 2024
Governing Board Approval	June 20, 2024

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

The San Ysidro School District prioritizes the engagement and feedback of our educational partners in creating the district plan. In preparation for drafting the LCAP goals, actions, and services for the new cycle 2024-2027 LCAP, the district conducted surveys to gather feedback from parents/guardians, students, staff, and management on student needs. These ongoing surveys were crucial in informing our Local Control Accountability Plan (LCAP) for the upcoming year. The feedback received from our educational partners, including parents, students, teachers, administrators, and school staff, provided valuable insights into the needs related to the five SYSD goals outlined in the LCAP.

The district engaged in a Differentiated Assistance (DA) workgroup focused on chronic absenteeism in collaboration with the San Diego County Office of Education (SDCOE). This workgroup evaluated data on chronic absenteeism for all students, including Students with Disabilities, Hispanic, Socioeconomically Disadvantaged, Homeless, Two or More Races, and English Learners. This analysis supported the development of the LCAP by helping us identify and implement actions and services to better support these student group.

Through data analysis and feedback, the district identified key areas of need, leading to an emphasis on providing the following services: targeted interventions for students, additional support for English language development, enrichment programs (e.g., sports, STEM, arts, music), mental health supports, continued technology support, learning opportunities for parents/guardians to better support their children, and the sustained implementation of communication strategies and health and safety practices. The San Ysidro School District has integrated this feedback into the supports and services prioritized in the creation of the LCAP. The next three goals were created for the 2024-2027 LCAP Cycle based on this information.

**Goal 1 Student Achievement:**  
 Caregivers have expressed the need for additional resources and support to enhance their children's academic performance. Teachers emphasize the importance of professional development opportunities to refine their instructional practices and the necessity of differentiated instruction to meet the diverse learning needs of students. Both parents and students have highlighted the need for improved English language acquisition programs and services, underscoring the importance of continuous professional development, such as EL Rise, which focuses on culturally responsive teaching practices.

Teachers also stressed the need for professional development centered on strategies to effectively support English language learners (ELLs). Administrators and school staff emphasized the importance of monitoring and assessing English language proficiency growth and providing appropriate interventions. Additionally, many teachers have requested more training in Project GLAD and best practices.

We have analyzed data with an equity lens, identifying specific student groups that need to accelerate their learning to mitigate the achievement gap, aiming to provide true equity for all students. This goal includes actions and services directly influenced by educational partner input, such as focusing on a technology plan to ensure 100% digital access for all students and providing professional learning to enhance technology use. Moreover, we will embed interventions for students within the instructional day and offer expanded learning opportunities before and after school.

A significant emphasis from our educational partners has been on English language and academic language development. Supporting English learners to meet annual progress goals and achieve reclassification within five years is a priority. We will support this goal with actions and services that focus on language acquisition strategies for all learners, including Students with Disabilities, Homeless, Socioeconomically Disadvantaged, and Hispanic student groups.

#### Goal 2 School Culture, Climate, and Student Well-Being:

Parents, students, teachers, administrators, and school staff all emphasized the significance of fostering a positive and inclusive school climate. They highlighted the need for safe and supportive environments that promote respect, cultural sensitivity, and collaboration. Addressing issues related to bullying, harassment, and discrimination was particularly important to parents and students.

Teachers and administrators stressed the importance of implementing social-emotional learning programs, restorative practices, and community-building initiatives to enhance the overall school climate. Families actively engage in offering feedback to the district to build these initiatives. Despite ongoing efforts, all educational partners continue to express concern about rising chronic absenteeism.

Prioritizing students' social-emotional well-being is recognized as crucial by parents, students, teachers, administrators, and school staff. They emphasized the need for additional counseling services, mental health resources, and trauma-informed practices. Promoting mental health awareness and reducing stigma around seeking support were also key points highlighted by parents and students, with students actively participating in Mental Health Awareness Month.

Teachers and administrators stressed the need for professional development on social-emotional learning strategies and effective classroom management techniques. They welcome support from educational partners such as the "Screening to Care" initiative and actively engage with the universal screener mySAEBRS.

#### Goal 3 Parent Engagement:

Parents, caregivers, and school staff have expressed a strong desire for increased parent engagement opportunities. They highlighted the need to maintain effective communication channels, including regular updates, newsletters, and online platforms, to facilitate information sharing. Parents emphasized the importance of involving families in decision-making processes and providing opportunities for meaningful participation in school activities.

School staff indicated the need for workshops and resources to help parents support their children's academic progress and navigate the education system. Parents welcomed the trainings offered by community partners such as South Bay Community Services, PIQE, and San Ysidro Health, and were engaged in the Multilingual English Learner Master Plan and Dual Language Task Force.

Overall, feedback from our educational partners demonstrated a shared commitment to the District's LCAP Goals: Student Achievement, School Climate and Student Well-being, and Parent Engagement. These insights will inform our strategies and actions outlined in the LCAP, addressing the identified needs and ensuring a supportive and successful educational experience for all members of our community.

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
1	Enhance student achievement across all demographics, mainly focusing on accelerating learning for English learners and students with disabilities. This includes improving English language and academic proficiency outcomes to ensure universal access to Common Core State Standards (CCSS), aiming for English learners (ELs) to demonstrate annual expected progress and achieve reclassification within five years or less.	Broad Goal

State Priorities addressed by this goal.

- Priority 1: Basic (Conditions of Learning)
- Priority 2: State Standards (Conditions of Learning)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 7: Course Access (Conditions of Learning)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

The San Ysidro School District has developed this goal after analyzing dashboard and internal data to ensure that we continue to focus on student achievement and the implementation of CCSS and state frameworks. The data analysis prompted the need to focus on accelerating learning increases for student groups with achievement gaps in relation to their peers, as identified through California Dashboard data and local assessment data. Based on the following data and educational partner input collected, the district has determined that we need to focus on English learners and students with disabilities to accelerate their learning and support them in closing the achievement gap. This goal and the focus on helping students who need extra support to bridge an academic gap was a direct result of educational partner input that indicated the need to have intervention support for students available during the school day and after school to support all students with their unique learning needs, including unduplicated students and students with disabilities. Assisting Socioeconomically Disadvantaged and English Learner families in understanding online tools and student management systems so that they can better support their student(s) at home and access reading materials for students to use at home.

2022-2023 Data-CAASPP (California Assessment of Student Performance and Progress)  
 Percentage of students who met or exceeded standards

English Language Arts (ELA)

- All Students - 35.48%
- Hispanic/Latino - 32.88%
- Filipino - 70.21%
- Black or African American - 53.22%

- White - 47.73%
- Socio-Economic Disadvantaged (SED) - 29.61%
- Reclassified Fluent English Proficient (RFEFP) - 56.15%
- English Learners (EL) - 7.47%
- Students with Disabilities (SWD) - 11.82%

2022-2023 Data - CAASPP (California Assessment of Student Performance and Progress)  
 Percentage of students who met or exceeded standards

Mathematics

- All students - 23.91%
- Hispanic/Latino - 21.31%
- Filipino - 62.77%
- Black or African American - 33.33%
- White - 33.33%
- Socio-Economic Disadvantaged (SED) - 19.66%
- Reclassified Fluent English Proficient (RFEFP) - 35.45%
- English Learner (EL) - 7.28%
- Students With Disabilities (SWD) - 7.45%

2022-2023 English Language Proficiency Indicator (ELPI)

Percentage of current EL Students making progress toward English Language Proficiency or maintaining the highest level  
 53.1% making progress towards English Language Proficiency

2023-2024 Reclassification Rate - 8.53% (172 students)

2024-2025 Data - CAASPP (California Assessment of Student Performance and Progress) Will be added as a baseline  
 Percentage of students who met or exceeded standards

Science

- All students
- Hispanic/Latino - 20.10% - 5th Grade, 17.58% - 8th Grade
- Filipino - 50.41% - 5th Grade, 47.13% - 8th Grade
- Black or African American - 15.5% - 5th Grade, 13.01% - 8th Grade
- White - 48.74% - 5th Grade, 43.49% - 8th Grade
- Socio-Economic Disadvantaged (SED) - 20.01% - 5th Grade, 17.95% - 8th Grade
- Reclassified Fluent English Proficient (RFEFP) - 41.61% 5th Grade, 28.37% - 8th Grade



- English Learner (EL) 3.75% -5th Grade, 1.25% - 8th Grade
  - Students With Disabilities (SWD) - 11.84% 5th Grade, 7.17% - 8th Grade
- Teachers Appropriately Assigned: 100%

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Pupil Achievement and Academic Indicator CAASPP: SBAC ELA Scale Score Points Distance From Standard	2022-2023 ELA Scale Scores Points Distance From Standard All Students - 41.4 points below standard English Learners - 65.9 points below standard Socio-Economic Disadvantaged - 56.6 points below standard Students with Disabilities - 115.7 points below standard			By June 2027, as measured by the scale score points distance from the standard on the English Language Arts portion of the CAASPP/SBAC, as follows: ALL - 26.4 points below standard EL - 50.9 points below standard SED - 41.6 points below standard SWD - 100.7 points below standard	
1.2	Pupil Achievement and Academic Indicator- State and Local Measure LEA Created Common Assessments ELA	2023-2024 ELA LEA Created Common Assessments ELA GR K-2 ALL - 66% EL - 59%			By June 2027, as measured by students scoring at meets or exceeds standard on the LEA Common Assessment for English Language Arts as follows:	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Students scoring at Meets or Exceeds Standard	SWD - 44% ARLTEL (At-Risk LTEL) Baseline will be determined in year 1 - No Data at this time  GR 3-8 ALL - 56% EL - 37% SWD - 42% ARLTEL (At-Risk LTEL) Baseline will be determined in year 1 - No Data at this time			GR K-2 ALL: 75% EL: 68% SWD: 53% ARLTEL (At-Risk LTEL) Baseline will be determined in year 1 - No Data at this time	
1.3	Academic Indicator: CAASPP: SBAC - Math Scale Score Points Distance From Standard	Scale Score Points Distance From Standard  ALL - 70.4 points below standard English Learners - 87.8 points below standard Socio-Economic Disadvantaged - 83.5 points below standard Students With Disabilities - 139.7 points below standard			By June 2027, as measured by the scale score points distance from the standard on the Mathematics portion of the SBAC, as follows:  ALL - 55.4 points below standard EL - 72.8 points below standard SED - 68.5 points below standard	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.4	Pupil Achievement and Academic Indicator- State and Local Measure LEA Created Common Assessments Mathematics Students scoring at Meets or Exceeds Standard	2023-2024 Mathematics LEA Created Common Assessments Mathematics GR K-2 ALL - 80% EL - 76% SWD -73% ARLTEL (At-Risk LTEL) Baseline will be determined in year 1 - No Data at this time			By June 2027, as measured by students scoring at meets or exceeds standard on the LEA Common Assessment for Mathematics as follows: GR K-2 ALL: 89% EL: 85% SWD: 82% ARLTEL (At-Risk LTEL) GR 3-8 ALL: 59% EL: 43% SWD: 43% ARLTEL (At-Risk LTEL)	
1.5	Academic Indicator: English Language Proficiency Assessment of California (ELPAC) Percentage of English Learners who make	Percentage of ELs Who: <ul style="list-style-type: none"> <li>Decreased at least one ELPPI Level - 11.5%</li> <li>Maintained ELPPI Levels 1,</li> </ul>			By June 2027 Percentage of ELs Who: <ul style="list-style-type: none"> <li>Decreased at least one ELPPI Level - 11.5%</li> </ul>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	annual progress towards English Proficiency as measured by ELPAC (increase of one ELPAC level)	2L, 2H, 3L, 3H - 35.2% • Maintained ELP I Level 4 - 0.8% • Progressed at least on ELP I Level - 52.5%  53.1% making progress towards English Language Proficiency			• Maintained ELP I Levels 1, 2L, 2H, 3L, 3H - 35.2% • Maintained ELP I Level 4 - 0.8% • Progressed at least on ELP I Level - 52.5%  62.1% making progress towards English Language Proficiency	
1.6	Academic Indicator English Learner Reclassification Rate  Percentage of English Learners reclassified each year	2024 Reclassification Rate - 8.53% (172 students)			By June 2027, the Reclassification Rate will be 10.53%, and English learners will meet the board-approved requirements for reclassification, which is an increase of 1% per year.	
1.7	Academic Indicator - Local Measure	Maintain access for 100% of students to academic content and performance standards			Maintain access for 100% of students to academic content	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Implementation of the academic content and performance standards adopted by the State Board	adopted by the State Board			and performance standards adopted by the State Board	
1.8	Basic Services: Every pupil in the school district has access to standards-aligned instructional materials	Maintain access for 100% of students to standards-aligned instructional materials as measured by the SARC Report and Williams.			Maintain 100% sufficiency of standards-aligned instructional materials for all students as reported on the SARC (School Accountability Report Card) and by the board resolution of sufficiency of instructional materials	
1.9	Basic Services: Teacher Credentialing and Teacher Assignments	Maintain 100% of our teachers appropriately credentialled and assigned as measured by CTC (California Teacher Credentialing)			Maintain 100% of our teachers appropriately credentialled and assigned.	
1.10	Implementation of Standards: Language Acquisition Programs and services enable ELs to access the CCSS and ELD standards to gain academic content	100% of English learners will access Language acquisition programs and services to access the CCSS and ELD standards, gaining academic content knowledge and English language proficiency as			Maintain 100% access for English learners to programs and services that enable them to access the CCSS and ELD standards for purposes of	



Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.11	Course Access:  Broad Course of Study that includes all of the subject areas described in Section 51210 and Section 51220 for unduplicated students, as well as students with exceptional needs: *PE Schedules *STEM Schedules	determined by the master schedule review and Multilingual Language Learner Master Plan.  100% of elementary students have access to STEAM and PE during teacher collaboration time, determined by master schedule			gaining academic content knowledge and English language proficiency.  Maintain 100% access for elementary students to STEM and PE during teacher collaboration time.	
1.12	Other Pupil Outcomes:  Physical Fitness Test Participation Rate	Physical Fitness Test  2023-2024 Participation Rate: 5th Grade: La Mirada - 98% OVHS - 99% Smythe - 97% Sunset - 99% Willow - 99% (455 of 462)  7th Grade: SYMS - 99% VDM - 70% (388 of 442)			By June 2027, as measured by the Physical Fitness Test - Participation Rate, will increase to 100% in all school sites.	
1.13	Pupil Achievement and Academic Indicator	CAASPP Scores for 2023			By June 2027, as measured by the	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	CAASPP/SBAC Science Scale Score Points Distance From Standard	All Students: 5th Grade - 30.18% of students met or exceeded standards for science 8th Grade - 28.76% of students met or exceeded standards for science Students by groups: <ul style="list-style-type: none"> <li>• Hispanic/Latino - 20.10% - 5th Grade, 17.58% - 8th Grade</li> <li>• Filipino - 50.41% - 5th Grade, 47.13% - 8th Grade</li> <li>• Black or African American - 15.5% - 5th Grade, 13.01% - 8th Grade</li> <li>• White - 48.74% - 5th Grade, 43.49% - 8th Grade</li> <li>• Socio-Economic Disadvantaged (SED) - 20.01% - 5th Grade, 17.95% - 8th Grade</li> <li>• Reclassified Fluent English Proficient</li> </ul>			CAASPP: SBAC Science All Students: 5th Grade - 35% of students will meet or exceed standards for science 8th Grade - 33% of students will meet or exceed standards for science Students by groups: <ul style="list-style-type: none"> <li>• Hispanic/Latino - 25% - 5th Grade, 22% - 8th Grade</li> <li>• Filipino - 55% - 5th Grade, 52% - 8th Grade</li> <li>• Black or African American - 20% - 5th Grade, 18% - 8th Grade</li> <li>• White - 53% - 5th</li> </ul>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		(RFEFP) - 41.61% 5th Grade, 28.37% - 8th Grade <ul style="list-style-type: none"> <li>English Learner (EL) 3.75% - 5th Grade, 1.25% - 8th Grade</li> <li>Students With Disabilities (SWD) - 11.84% 5th Grade, 7.17% - 8th Grade</li> </ul>			Grade, 48% - 8th Grade <ul style="list-style-type: none"> <li>Socio-Economic Disadvantaged (SED) - 25% - 5th Grade, 22% - 8th Grade</li> <li>Reclassified Fluent English Proficient (RFEFP) - 46% 5th Grade, 33% - 8th Grade</li> <li>English Learner (EL) 8% - 5th Grade, 6% - 8th Grade</li> <li>Students With Disabilities (SWD) - 16% 5th Grade, 12% - 8th Grade</li> </ul>	

## Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

## Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Curriculum, Instruction & Data Driven Systems:	Conduct data analysis and needs assessment utilizing performance data, attendance rates, and behavioral indicators to conduct a comprehensive needs assessment across schools and grade levels. This will identify areas of need and prioritize interventions that will support student achievement, reduce achievement gaps, and promote student engagement. Then, staff resources should be aligned with identified areas of need to ensure equitable distribution and strategic deployment to support student success.	\$38,794,525.00	Yes
1.2	Curriculum, Instruction, and Data Driven Systems: DRS & Sci-Phy Team	Keep up with Data Reflection Sessions, supported by the Science/PE Teams. These sessions allow teachers and administrators to look closely at student assessment data, including for unduplicated students and those with disabilities. This helps in planning personalized instruction for all students. Alongside this, students get extra learning opportunities in areas	\$1,337,662.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.3	College and Career Readiness and 21st Century Learning	like SPARKs Physical Education and Project Lead the Way (PLTW) STEM modules, focusing on social-emotional skills and language development. After each assessment cycle, site and district administration come together to go over the data from all schools, figuring out where the system needs to improve and what extra support might be necessary, like more training and coaching for teachers. This approach ensures that every student, including unduplicated students and those with disabilities, gets the support they need through effective teaching practices. Students with Disabilities and Homeless students are in the RED for ELA District wide, Sunset, and SYMS. La Mirada and Willow have HI, HOM, MR, SED, SWD, and ELs in the RED. Smythe has SED, HOM, and ELs in the RED for ELA as well. (See Attachment for all schools)	\$154,200.00	No
1.4	State & Federal Program Monitoring	Focus on rigorous data analysis, evaluating program effectiveness, and closely monitoring the progress of unduplicated students. The purpose will be to accelerate academic growth, ensuring every student receives the support they need to thrive. Resources will be given for support staff to monitor this data. According to the California Dashboard, our English Learners are struggling and are in the RED in ELA for the district, La Mirada, Smythe, Sunset, Willow, and SYMS. In RED for math, Willow and La Mirada. (See chart of schools attached)	\$372,100.00	Yes
1.5	Curriculum, Instruction, and Data Driven Systems with Resource Teacher support	Develop a training program for resource teachers to focus on curriculum, professional development, instructional coaching, and special programs. Establish and implement a system for resource teachers to demonstrate effective lessons and innovative teaching strategies to teachers at school sites.	\$905,000.00	No



Action #	Title	Description	Total Funds	Contributing
1.6	Curriculum, Instruction, and Data-Driven Systems: DRS SPED/Dually Identified Focus	Quarterly DRS Sessions with RSP teachers at the district level to monitor and support the needs of students with disabilities and dually identified English learners and LTEs to monitor the continuous improvement cycle supporting academic achievement for all students, including unduplicated students and students with disabilities. (See chart of schools attached)	\$1,300,000.00	No
1.7	Intervention support for struggling students	Develop a schedule for small group instruction sessions to begin at the beginning of every school year. Implement progress monitoring measures to track the academic growth of targeted students every DRS session. Provide Professional Development for teachers and staff to support ELs and LTEs. Evaluate the effectiveness of the intervention program by the end of the school year by using student performance data and feedback from teachers and students for ELA and Math. Adjust intervention strategies as needed based on evaluation results to ensure continuous improvement. Distribute the support needed for the intervention program. To support English Learners, LTEs, foster youth, and low income students with academic and annual progress towards reclassification we will provide intervention teachers for all schools especially the ones with RED indicators in ELA. (see the attached chart for schools)	\$650,000.00	Yes
1.8	Supplemental Material and Professional Development Support	Continue to provide professional development for supplemental programs and resources (i.e., educational software, math manipulatives, dual language, and language acquisition materials) to support student achievement in core content areas and language acquisition for all students, including unduplicated students, and LTEs. Based on the CA Dashboard we had students who decreased at least one ELPI Level - 11.5% and students who maintained ELPI Levels 1, 2L, 2H, 3L, 3H - 35.2%.	\$200,000.00	Yes
1.9	Supplemental Materials for Low-income students	Purchase supplemental reading materials for low-income students to use at home. Looking at local and state data, we found that our low-income students had trouble meeting or exceeding standards. Educational partners, teachers, and students indicated that they did not have reading	\$97,400.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.10	Professional Learning: PD, Guided Planning, Implementation and Coaching Support	In response to feedback from educational partners and a review of data, teachers and administrators will have the opportunity to participate in ongoing PD and Coaching to support the improved implementation of integrated and designated ELD, ELA, and Math instructional strategies to address the needs of ELS, students with disabilities, and unduplicated students. CAASPP/SBAC Data indicates that La Mirada and Willow are IN RED for ELA and the District is in ORANGE for ELA. We have student groups HOM and SWD in the RED for the District . (See chart Attachment )	\$580,000.00	Yes
1.11	Small Group Instruction Support	Assess the current level of intervention support, hire paraprofessionals, and identify areas where additional support is needed. Based on student needs, determine the number of additional paraprofessionals required or the increase in hours needed. Develop a plan for providing small group instruction and expanded learning opportunities tailored to the needs of unduplicated students, students with disabilities, and chronically absent students. Dashboard Data indicates that La Mirada and Willow are IN RED for ELA, and the District is in ORANGE for ELA. We have student groups HOM and SWD in the RED for the District and HOM at SYMS. We also have Sunset with HOM and Smythe with EL, HOM, and SED in ELA in the RED. For Math we have La Mirada with HI, HOM, MR, SED, SWD, and ELS in RED and also Willow with SWD (See chart Attachment ).	\$2,700,000.00	Yes
1.12	Curriculum, Instruction & Data Driven Systems: Dual Language and SEI Support	To support and improve students' academic success in our language acquisition programs of SEI and the Dual Language program, we will provide additional certificated staffing focused on increasing and improving services for students with disabilities, English learners (ELL), long-term English learners (LTELs), Reclassified (RFEPs), foster youth, and low-income students. This action aims to ensure these student groups receive the necessary support and resources to thrive in a bilingual educational environment. We will also maintain reduced class sizes in grades K-3 and 4-6. This strategy will create smaller, more manageable classroom	\$4,505,971.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.13	Technology Plan	<p>We will update our technology plan to improve district-wide services and ensure equitable digital access for all students, including unduplicated students (English learners, foster youth, and low-income students). This includes maintaining a 1:1 device ratio at all school sites and upgrading equipment and software. We will also focus on enhancing digital literacy and digital citizenship to prepare students for the demands of the 21st century. Moreover, we will continue to provide professional learning opportunities and support for educators in technology integration, digital literacy, and digital citizenship. These professional development initiatives aim to equip teachers with the skills necessary to effectively implement and teach 21st-century skills, ensuring that all students, particularly unduplicated students, can fully benefit from enhanced digital learning environments. CA Dashboard is in the RED and Orange for ELA and Math (See chart attachment).</p>	\$1,475,000.00	Yes

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
2	Ensure that all students are educated in positive academic environments that are safe, welcoming, and drug-free, while also equipping them with the necessary social-emotional skills to build resilience and thrive not only in an equitable educational environment but also in their community and beyond.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Through the process that involved data analysis, educational partner input, and district-wide feedback sessions, the San Ysidro School District has determined the imperative to prioritize student engagement, attendance, chronic absenteeism, and suspension rates. This comprehensive review revealed a pressing need to enhance student support for engagement and school connectedness as integral components of academic success. Additionally, educational partners have emphasized the necessity to address students' emotional well-being, supported by observational and survey data, referrals for behavioral/mental services, and direct input. Recognizing the significance of these factors for the success of unduplicated students, the district is committed to implementing strategies aimed at fostering a supportive educational environment.

- 2023-2024 CHKS Survey Data
- Elementary 3-5 grade
- School Engagement & Supports:
- School Connectedness - 70%
- Monthly Absences (3+) - 22.5%
- Caring Adult Relationships - 68%
- Facilities Upkeep - 60%
- School Safety:
- School safe or very safe - 72%
- Experienced Harassment/Bullying - 40%
- Rumors or lies spread about you - 45%
- Seen a weapon on campus - 15%
- Substance Abuse:
- Current alcohol or drug use - 26%

Current vaping - 4%  
Social & Emotional Health:  
Social emotional distress - 24%  
Experienced chronic sadness/hopelessness - 16%

CHKS Secondary 6-8 grade  
School Engagement & Supports:  
School Connectedness - 48%  
Monthly Absences (3+) - 18%  
Caring Adult Relationships - 52%  
Facilities Upkeep - 31%  
School Safety:  
School safe or very safe - 48%  
Experienced Harassment/Bullying - 34%  
Rumors or lies spread about you - 41%  
Seen a weapon on campus - 13%  
Substance Abuse:  
Current alcohol or drug use - 9%  
Current vaping - 7%  
Social and Emotional Health:  
Social Emotional Distress 21%  
Experienced Chronic sadness/Hopelessness 31%  
Considered suicide 10%  
Optimism 53%  
Self-efficacy 65%

CHKS Staff:  
School supports for students and staff:  
Caring Adult relationships - 41%  
Student meaningful participation - 34%  
High expectations-adults in school 47%  
Facilities upkeep - 24%  
Antibullying climate 38%  
School Safety:  
Safe place for staff - 30%  
Safe place for students - 32%  
Sufficient Resources to create a safe campus - 25%  
Substance use and mental health:  
Alcohol and drug use - 8%  
vaping - 13%



Student depression - 46%

**CHKS Parents:**

Parent Involvement:

Promotion of parental involvement - 36%

Parent involvement in school - 49%

Parents feel welcome to participate at school - 38%

School Safety:

Safe place for my child - 38%

School has adults who really care about students - 39%

Teachers responsive to child's social and emotional needs - 88%

School provides parents with advice and resources - 81%

School has clean and well-maintained facilities - 36%

Substance use, School disorder, and Bullying

Substance use problems: 14%

Student vaping - 9%

Harassment or bullying of students - 19%

**2023 California Dashboard Data**

Suspension Rate: 3% suspended at least on day

**2023 California Dashboard Data**

Chronic Absenteeism Rate - 32.3% chronically absent

**2023-2024 Attendance Data**

SYSD - 92.61%%

La Mirada - 91.86%

Ocean View Hills - 94.57%

Smythe - 89.91%

Sunset - 94.22%

SYMS - 84.09%

Vista Del Mar - 94.28%

Willow - 90.85%

**2022-23 - CALPADS 14.1 Student Absenteeism Count**

Total SYSD - 9.24%

La Mirada: 10.54%

Ocean View Hills: 5.65%

San Ysidro Middle: 11.78%  
 Smythe: 18.56%  
 Sunset: 4.96%  
 Vista Del Mar: 6.64%  
 Willow: 9.47%

2023-2024 FIT Report  
 100% of schools with rating of "good" or better - Facility Inspection Tool (FIT Report)

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Pupil Engagement: CA Dashboard Chronic Absenteeism	2022-2023 CA Dashboard Data Chronic Absenteeism - 32.2% Chronically absent Increased from last year by 4.1%			By June 2027, chronic absenteeism will decrease for all students, including SWD and Homeless students, by 5% as measured by the CA Dashboard Chronic Absenteeism.	
2.2	Basic Services: Facility Inspection Tool (FIT Report)	100% of schools with rating of "good" or better - Facility Inspection Tool (FIT Report)			Maintain 100% of schools with rating of "good" or better -FIT Report	
2.3	School Climate: 2022-23 Data Quest Suspension Data	2022-23 Data Quest Suspension Rate:3%			By June 2027, the suspension rate will have	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
24	School Climate: CHKS Survey Students	CHKS Survey Data 2023-2024  School Engagement & Supports: School Connectedness - 70% Monthly Absences (3+) - 22.5% Caring Adult Relationships - 68% Facilities Upkeep - 60%  School Safety: School safe or very safe - 72% Experienced Harassment/Bullying - 40% Rumors or lies spread about you - 45% Seen a weapon on campus - 15%  Substance Abuse: Current alcohol or drug use - 26% Current vaping - 4%  Social & Emotional Health: Social-emotional distress - 24%			By June 2027, the data will improve for each area as indicated:  School Engagement & Supports School Connectedness 76% Monthly Absences (3+) 20% Caring Adult Relationships 74% Facilities Upkeep 66%  School Safety School safe or very safe 78% Experienced Harassment/Bullying 34% Rumors or lies spread about you 39% Seen a weapon on campus 12%  Substance Abuse Current alcohol or drug use: 20% Current vaping - 2%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.5	School Climate: CHKS Survey Staff and Parents	CHKS Survey Data 2023-2024 CHKS Staff: School supports for students and staff: Caring Adult relationships - 41% Student meaningful participation - 34% High expectations from adults in school 47% Facilities upkeep - 24% Antibullying climate 38% School Safety:			By June 2027, the data will improve for each area as indicated: CHKS Staff: School supports for students and staff: Caring Adult relationships - 47% Student meaningful participation - 40% High expectations- adults in school 53%	
		Experienced chronic sadness/hopelessness 36% Considered suicide 14% Self-Efficacy 68% Self Awareness 65% Problem Solving 48% Optimism 56% Gratitude 68%			Social & Emotional Health Social-emotional distress- 20% Experienced chronic sadness/hopelessness 30% Considered suicide 10% Self-Efficacy 72% Self Awareness 70% Problem Solving 53% Optimism 60% Gratitude 72%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>Safe place for staff - 30%</p> <p>Safe place for students - 32%</p> <p>Sufficient Resources to create a safe campus - 25%</p> <p>Substance use and mental health:</p> <p>Alcohol and drug use - 8%</p> <p>vaping - 13%</p> <p>Student depression - 46%</p> <p>CHKS Parents:</p> <p>Parent Involvement: Promotion of parental involvement - 36%</p> <p>Parent involvement in school - 49%</p> <p>Parents feel welcome to participate at school - 38%</p> <p>School Safety:</p> <p>Safe place for my child - 38%</p> <p>School has adults who really care about students - 39%</p> <p>Teachers responsive to child's social and emotional needs - 88%</p> <p>School provides parents with advice and resources - 81%</p>			<p>Facilities upkeep - 30%</p> <p>Antibullying climate 30%</p> <p>School Safety: Safe place for staff - 38%</p> <p>Safe place for students - 40%</p> <p>Sufficient Resources to create a safe campus - 35%</p> <p>Substance use and mental health: Alcohol and drug use - 4%</p> <p>vaping - 8%</p> <p>Student depression - 38%</p> <p>CHKS Parents: Parent Involvement: Promotion of parental involvement - 36%</p> <p>Parent involvement in school - 49%</p> <p>Parents feel welcome to participate at school - 38%</p> <p>School Safety: Safe place for my child - 38%</p>	



Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		School has clean and well-maintained facilities - 36% Substance use, School disorder, and Bullying Substance use problems: 14% Student vaping - 9% Harassment or bullying of students - 19%			School has adults who really care about students - 39% Teachers responsive to child's social and emotional needs - 88% School provides parents with advice and resources - 81% School has clean and well-maintained facilities - 36% Substance use, School disorder, and Bullying Substance use problems: 14% Student vaping - 9% Harassment or bullying of students - 19%	
2.6	Pupil Engagement: LEA Attendance Data	2022-23 Attendance Data SYSD Total - 91.33% La Mirada - 90.86% OVHS - 94.47% Smythe - 87.97% Sunset - 93.00%			By June 2027, the local attendance data will indicate a 1.5% increase as measured by our LEA data tracker.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.7	Pupil Engagement: CALPADS 14.1 Student Absenteeism Snapshot	SYMS - 87.36% VDM - 94.021% Willow - 90.39%  CALPADS 14.1 Student Absenteeism Snapshot (3/1/2024)  SYSD Total: 9.24%  La Mirada: 10.54% Ocean View Hills: 5.65% San Ysidro Middle: 11.78% Smythe: 18.56% Sunset: 4.964% Vista Del Mar: 6.64% Willow: 9.47%			By June 2027, all schools will show a 2% decline in Chronic Absenteeism Rates as measured by CALPADS 14.1 Student Absenteeism Snapshot.	
2.8	Pupil Engagement: Middle School Dropout Rates CALPADS 1.14 Dropout Counts	Middle School Dropout Rates CALPADS 1.14 Dropout Counts (3/1/2024)  Total: 17 San Ysidro Middle: 11 Vista Del Mar: 6			By June 2027, all schools will show a decline in Middle School Dropout Rates of 6 students total	
2.9	School Climate: 2022-23 Data Quest: Expulsion Rate	2022-23 Data Quest: Expulsion Rate: 0%			By June 2027 the expulsion rate will remain at 0%.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.10	School Climate Universal Screener	2023-2024 Universal Screener  23-24 Average: Tier 1 Low Risk - 72% Tier 2 Some Risk - 24% Tier 3 High Risk - 4%			By June 2027, the Universal Screener data will show a decrease in the number of students indicated for Tier 2 and Tier 3 supports by 3% and 2% of the baseline data, respectively.	
2.11	Mental Health/Social Emotional Well Being Threat Assessments & Suicide Risk Assessments	2022-2023 Threat Assessments: SYS D Total- 64 La Mirada - 2 OVHS- 7 Smythe- 8 Sunset- 3 Willow- 16 SYMS- 17 VDM- 9  2022-2023 Suicide Risk Assessments: SYS D Total- 89 La Mirada - 5 OVHS- 12 Smythe- 17 Sunset- 8 Willow- 9 SYMS- 37 VDM- 2			By June 2027, the Threat Assessment Data will show SYS D Total: 54 (-10)  By June 2027, the Suicide Risk Assessment Data will show SYS D Total: 79 (-10)	

## Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

## Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Professional Learning around PBIS and Restorative Practices	The district will continue to engage all staff with professional learning and implementation supports around inclusion and Restorative Practices Positive Behavior Intervention Supports (PBIS) to develop safety, security, and school connectedness for all students including unduplicated students. Suspension is in RED for the District with AA and Smythe with HOM. (See attachment of schools)	\$0.00	No
2.2	Visitor Management Software Support	The district will continue with the implementation of the the RAPTOR visitor system with installation, professional development, and implementation to increase security and safety on all campuses for the wellbeing of all students including unduplicated students.	\$10,000.00	No

Action #	Title	Description	Total Funds	Contributing
2.3	Maintenance, Operations, Transportation, and Facilities support	Ensure additional staff are available to maintain facilities, guaranteeing safety and access for all students, including those from unduplicated at each school site. Maximize personnel usage to ensure student safety and equitable access.	\$5,628,325.00	No
2.4	School Safety Support	Each campus will have support in maintaining site safety and supervision through the continued employment of campus security. Campus security ensures a safe and welcoming school environment for all students, including unduplicated students, through implementing PBIS and Restorative Justice practices. District and site needs safety plans will be reviewed and revised to comply with state and county regulations.	\$1,577,000.00	Yes
2.5	Mental Health Supports	We will hire additional staff to support social and emotional well-being through a multi-tiered system that provides universal social and emotional learning access. These new staff members will help build capacity in this area and support students needing Tier 2 and Tier 3 interventions. Additionally, we will bring on temporary social workers to assist in implementing this multi-tiered support system for mental health. These social workers will focus on Tier 1 interventions and provide small group or one-on-one services to students requiring additional support, including those with social and emotional well-being needs, as measured by mySAEBRS data. This comprehensive approach emphasizes universal access to social-emotional learning while ensuring targeted support for students needing more intensive interventions. By building staff capacity in the realm of social-emotional well-being, we aim to create a robust support network that addresses the diverse needs of our student population. Our District and La Mirada, Smythe, Sunset, OVH, Willow, SYMS, and VDM have Chronic Absenteeism in the RED with ALL students groups including WH for OVH and MR for the District, La Mirada, Smythe, OVH, and Willow. Suspension is in RED for the District with AA and Smythe with HOM. (See attachment of schools)	\$375,000.00	Yes
2.6	Attendance Initiative Support	We will engage Outreach Consultants to help implement Attendance Initiatives, including Attendance Recovery Programs, family assistance services, and Student Attendance Review Teams (SART). These initiatives	\$1,546,715.00	Yes



Action #	Title	Description	Total Funds	Contributing
		will be integrated into a multi-tiered strategy for attendance and well-being, prioritizing trauma-informed practices and addressing all students' needs, especially unduplicated ones. Our District and La Mirada, Smythe, Sunset, OVH, Willow, SYMS, and VDM have Chronic Absenteeism in the RED with all students groups including WH for OVH and MR for the District, La Mirada, Smythe, OVH, and Willow. Suspension is in RED for the District with AA and Smythe with HOM. (See attachment of schools)		
<b>2.7</b>	Educational Services Support	Director of Educational Services to oversee ASES/21st Century programs, ELOP, and the Pathways Enrichment Program. Utilize community partnerships to enhance student academic performance and promote social-emotional well-being for all students, with a specific focus on unduplicated students	\$6,051,133.00	Yes
<b>2.8</b>	Universal Screener Support	Continue with the implementation of a universal screener to monitor student needs effectively. This tool will expedite the response time for students requiring different tiers of support for mental health concerns. By leveraging this screener, the aim is to ensure that interventions provided are tailored to the unique needs of each student, thereby prioritizing the mental well-being of all students, including those who are unduplicated.	\$50,000.00	No
<b>2.9</b>	Tier 1 Social Emotional support and SEL Training	Purchase supplemental curriculum and renew digital access to Tier 1 Second Step & Zones of Regulation to ensure all students can access these materials. Purchase professional learning sessions and engage social workers in coaching teachers to implement the curriculum to support capacity building for Tier 1 supports that are in place for all students, including unduplicated students. Provide all school staff with professional learning on the district-adopted SEL program to strengthen SEL Support for all students.	\$13,370.00	Yes
<b>2.10</b>	Student Services Support	Employ Coordinator of Student Services to coordinate services that support student mental health needs and oversees the multi-tiered system of support for student mental health and well being.	\$194,997.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.11	Behavior Supports	Behavior specialist will support the implementation of PBIS and student behavioral needs. This includes developing Behavior Intervention Plans, utilizing the Zones of Regulation, and implementing strategies to support student needs. Additionally, provide professional development for staff working with all students, including those who are unduplicated.	\$120,204.00	No
2.12	Multi-Tiered System of Supports (MTSS)	As part of MTSS implementation, facilitate a districtwide community of practice to support counselors, social workers, and administrators in the implementation of culturally responsive and trauma informed practices.	\$899,870.00	No
2.13	Partnership Program for At-Risk Students	Establish partnerships with organizations and businesses in the community to provide mentorship opportunities and SEL support for at-risk students.	\$0.00	No

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
3	Increase parent engagement, involvement, and satisfaction with the educational process annually.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)

An explanation of why the LEA has developed this goal.

Individual, group, and parent advisory committee feedback revealed that parents are satisfied with improvements in school-home communication, so we want to ensure that we maintain and refine this system. Additionally, we want to increase the effectiveness of parent learning opportunities so that we are able to develop learning opportunities for the needs of our families to support them in developing into educational partners in the educational process with the district.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Parent Engagement: Parent Workshops Offered	2023-24 Parent Educational Workshops District Office: 55 parent workshops			By 2027, SYSD will increase the number of workshops and opportunities for parents to engage in learning by 15%.	
3.2	School Community Events	2023-24 School Community Events <ul style="list-style-type: none"> <li>• Military Families Resource Fair</li> <li>• McKinney Vento School Resource Fair</li> <li>• STEM Fair</li> </ul>			By 2024, SYSD will increase the number of School Community events to 7 to give our families more opportunities to receive information on support and engage in positive school-related	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.3	Parent Engagement: Parent Workshops Targeted Topics	2023-24 Targeted Parent Workshops 14 Special Education Targeted Parent Workshops (4 SELPA & 10 Local) 3 English Learner Parent Workshops 7 Mental Health Workshops Series (1 per school site)			By 2027, SYSD will provide access to workshops 3x annually targeting families of a variety of student groups, including English learners, students with disabilities, military families, foster families and families experiencing homelessness.	
3.4	Parent Engagement: Parent Conference Attendance	2023-24 Parent Conference Attendance Elementary Schools: La Mirada - 350 Smythe - 372 Sunset - 486 OVH - 780 Willow - 600 2023-24 Parent Conference Attendance Middle Schools: SYMS - 320			By 2027, SYSD will increase the number of parents attending parent conferences by 10%.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.5	Parent Engagement: Parent Participation in LEA Plan	VDM - 402  202 LCAP Involvement 7 Community Feedback Sessions (1 at each school site) DPAC/DELAC Feedback Session Educational Partner Survey =504 respondents			By 2027, SYSD will increase parent engagement in the LEA Plan through increased participation in the LCAP feedback the process as measured by respondents to stakeholder surveys to increase by 20%.	
3.6	Parent Engagement: Back to School Night Attendance	2023-24 Back to School Night Elementary Schools: La Mirada - 83 Smythe - 381 Sunset - 240 OVH - 463 Willow - 297			By 2027, SYSD will increase the number of parents attending parent conferences by 15%.	



Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.7	Parent Engagement: Open House Attendance	2023-24 Back to School Night Middle Schools: SYMS - 350 VDM - 370  2023-24 Open House Elementary Schools: La Mirada - 144 Smythe - 250 Sunset - 410 OVH - 421 Willow - 345  2023-24 Open House Middle Schools: SYMS - 539 VDM - 107			By 2027, SYSDD will increase the number of parents attending parent conferences by 15%.	
3.8	CHKS Parent Survey	CHKS Parents: Parent Involvement: Promotion of parental involvement - 36% Parent involvement in school - 49% Parents feel welcome to participate at school - 38% School Safety: Safe place for my child - 38% School has adults who really care about students - 39% Teachers responsive to child's social and emotional needs - 88%			CHKS Parents: Parent Involvement: Promotion of parental involvement - 45% Parent involvement in school - 55% Parents feel welcome to participate at school - 45-50 % School Safety: A safe place for my child - 50% The school has adults who really care about	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>School provides parents with advice and resources - 81%</p> <p>School has clean and well-maintained facilities - 36%</p> <p>Substance use, School disorder, and Bullying Substance use problems: 14%</p> <p>Student vaping - 9%</p> <p>Harassment or bullying of students - 19%</p>			<p>students - 45-50%</p> <p>Teachers responsive to child's social and emotional needs - 95%</p> <p>The school provides parents with advice and resources - 90%</p> <p>The school has clean and well-maintained facilities - 45-50%</p> <p>Substance use, School disorder, and Bullying Substance use problems: 8%</p> <p>Student vaping - 4%</p> <p>Harassment or bullying of students - 10%</p>	

**Goal Analysis [2023-24]**

An analysis of how this goal was carried out in the previous year.  
 A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

### Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Parent Center Support	Continue to support the Parent Community Center located at the district office. Based on parent feedback, they would like to have someone in the parent center available to help them with questions and for it to be accessible to them all day during the workday.	\$0.00	No
3.2	Parent Participation	Provide parents with opportunities to provide input on decisions through involvement on site and district committees	\$0.00	No
3.3	Parent Learning Opportunities - parents struggle with understanding the educational system and do not get involved.	Parent PD: 1. Learn about the Educational System 2. Group-specific learning opportunities (ELs, SWDs, SED, Military, Foster families, etc.) This action is principally directed toward unduplicated students district-wide. Based on research, families/caregivers of our unduplicated students experience significant difficulty accessing and negotiating college/career pathways. Enhancing professional development will inform families/caregivers how to support their children better. Measured by positive responses on student surveys and attendance, the goal's progress will be measured by increased	\$125,800.00	Yes

Action #	Title	Description	Total Funds	Contributing
		opportunities for parental engagement and participation in LCAP feedback. In addition, parents/caregivers will be encouraged to attend parent conferences, CAFE, SELPA meetings, Back-to-School-Night, Open House, PTA meetings, and district events/meetings.		
<b>3.4</b>	Parent Communication Support	Improve communication between home and school, enhance websites, provide updates on student progress, and notify parents about district and school events. Ensure access to families with language support.	\$20,000.00	No
<b>3.5</b>	Translation Support	Interpreters to provide translation/interpretation services throughout the district.	\$309,274.00	No
<b>3.6</b>	Public Relations and Community Support	Employ a Public Relations and Community Services Coordinator to facilitate parent engagement, communication, and access for all families.	\$143,000.00	No
<b>3.7</b>	School Community Events Support	Create opportunities for families and students to engage in positive academic and service activities at schools aimed at increasing satisfaction with the educational system and providing support to families (e.g., STEM Fair, Military Families Fair, Resource Fair).	\$6,000.00	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$14,198,001	\$1,695,953

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

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
33.766%	0.000%	\$0.00	33.766%

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

## Required Descriptions

### LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	<p><b>Action:</b> Curriculum, Instruction &amp; Data Driven Systems:</p> <p><b>Need:</b> According to our needs assessment our English Learners, low-income and unduplicated students across schools and grade levels are not meeting or exceeding unit assessments with EL at 37% proficiency.</p>	<p>The district will support the school sites with an intervention teacher to providing interventions to English Learners, low-income and unduplicated students in need. We will prioritize ELs, Low income, and unduplicated students but due to the overall outcomes of all students we will implement LEA-Wide.</p>	<p>We will monitor this progress by our local assessments. (1.2, 1.4)</p>



Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.2	<p><b>Action:</b> Curriculum, Instruction, and Data Driven Systems: DRS &amp; Sci-Phy Team</p> <p><b>Need:</b> Students with Disabilities and Homeless students are in the RED for ELA District wide, Sunset, and SYMS. La Mirada and Willow have HI, HOM, MR, SED, SWD, and ELs in the RED. Smythe has SED, HOM, and ELs in the RED for ELA as well. (See Attachment for all schools)</p> <p><b>Scope:</b> LEA-wide</p>	<p>The district will provide time for teachers to meet and analyze data through release time given by a Sci-Phy team. This time will be used to reflect on common assessments and create interventions for students.</p> <p>Look at data and develop teaching methods that are tailored to address the diverse learning styles and needs of unduplicated students.</p> <p>Even though, this is focused on our unduplicated students, based on the need of RED indicators it will be LEA-Wide.</p>	<p>We will monitor progress by looking at our percentages of students in those groups who have met or exceeded the standards being tested. (1.2, 1.4, 1.10, 1.11)</p>
1.4	<p><b>Action:</b> State &amp; Federal Program Monitoring</p> <p><b>Need:</b> According to the California Dashboard, our English Learners are struggling and are in the RED in ELA for the district, La Mirada, Smythe, Sunset, Willow, and SYMS. In RED for math, Willow and La Mirada. (See chart of schools attached)</p> <p><b>Scope:</b> LEA-wide</p>	<p>The district will work with all schools to support our English Learners, Homeless, Hispanic, SWD, and SED really dig deep into the data during Data Reflection Sessions.</p> <p>This will support unduplicated students but we also have many others in the RED. It will be offered LEA-Wide to benefit all students.</p>	<p>We will use the local unit and state data to monitor their progress. (1.1, 1.2, 1.5, 1.6)</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.7	<p><b>Action:</b> Intervention support for struggling students</p> <p><b>Need:</b> To support English Learners, LTELs, foster youth, and low income students with academic and annual progress towards reclassification we will provide intervention teachers for all schools especially the ones with RED indicators in ELA. (see the attached chart for schools)</p> <p><b>Scope:</b> LEA-wide</p>	<p>SYSD will revise the Multilingual Language Learner Master Plan to support an asset based approach using the CA EL Roadmap. Professional Development will be offered around language acquisition for ELs and LTELs to support their growth.</p> <p>This will focus on ELs and LTELs but we will implement LEA-Wide based on all the RED indicators.</p>	<p>We will monitor this progress with the ELPAC, small group instruction data and our reading and district assessments data.(1.1, 1.2, 1.5, 1.6)</p>
1.8	<p><b>Action:</b> Supplemental Material and Professional Development Support</p> <p><b>Need:</b> Based on the CA Dashboard we had students who decreased at least one ELPI Level - 11.5% and students who maintained ELPI Levels 1, 2L, 2H, 3L, 3H - 35.2%.</p> <p><b>Scope:</b> LEA-wide</p>	<p>Professional development to support instruction in language acquisition and English language development using supplemental materials. It will support the different typologies of language learners and positively impact unduplicated students, and LTELs. The district will use supplemental materials and ELD curriculum to provide direct instruction to these student groups. We will focus on ELs and LTELs but we will implement LEA-Wide to support all students.</p>	<p>We will be looking at state standards (1.5, 1.8, 1.10)</p>
1.9	<p><b>Action:</b> Supplemental Materials for Low-income students</p> <p><b>Need:</b> Looking at local and state data, we found that our low-income students had trouble meeting</p>	<p>Supply teachers and families with diverse supplemental reading materials so students can practice at home. SYSD will look at our schools that have RED indicators. (see the attached chart for schools) These additional reading materials will help them develop confidence and fluency</p>	<p>Measured by local LEA assessments (1.2, 1.10)</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>or exceeding standards. Educational partners, teachers, and students indicated that they did not have reading materials at home.</p> <p><b>Scope:</b> Schoolwide</p>	<p>because it will be preferred reading, thus allowing them to reach proficiency.</p>	
<p><b>1.10</b></p>	<p><b>Action:</b> Professional Learning: PD, Guided Planning, Implementation and Coaching Support</p> <p><b>Need:</b> CAASPP/SBAC Data indicates that La Mirada and Willow are IN RED for ELA and the District is in ORANGE for ELA. We have student groups HOM and SWD in the RED for the District . (See chart Attachment )</p> <p><b>Scope:</b> LEA-wide</p>	<p>Resource teachers to provide professional development and coaching around integrated and designated ELD across all curriculums for ELs and LTELs. We are implementing these actions district wide to support all our ELs, LTELs low income, and all students struggling with language acquisition.</p>	<p>They will be monitored with local and state assessments for progress (1.1, 1.2, 1.5,1.10)</p>
<p><b>1.11</b></p>	<p><b>Action:</b> Small Group Instruction Support</p> <p><b>Need:</b> Dashboard Data indicates that La Mirada and Willow are IN RED for ELA and the District is in ORANGE for ELA. We have student groups HOM and SWD in the RED for the District and HOM at SYMS. We also have Sunset with HOM, and Smythe with EL, HOM, and SED in ELA in the RED. For Math we have La Mirada with HI, HOM, MR, SED, SWD, and ELs in RED and also Willow with SWD (See chart Attachment ).</p>	<p>We will hire instructional aide for identified needs of support for each school site. We will focus on unduplicated students and will also implement LEA-Wide based on the Dashboard data.</p>	<p>We will use Dashboard data and indicators to monitor this progress. (1.1, 1.3)</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.12	<p><b>Action:</b> Curriculum, Instruction &amp; Data Driven Systems: Dual Language and SEI Support</p> <p><b>Need:</b> Educational Partner Feedback indicated that our ELs, LTELs, Reclassified, Foster Youth, and Low income students need support with maintaining their language and culture. They would like to see our Dual Language Program and SEI reflect and represent all cultures.</p> <p><b>Scope:</b> LEA-wide</p>	<p>The District will recommend and reimagine our Dual Language and SEI program to support students identify with their language and culture. We will create a plan to focus on the 50/50 model with half of their day to be in Spanish and half of their day in English.</p> <p>This action will be implemented LEA-Wide because Dual Language and SEI will support these groups and all students.</p>	<p>We will monitor using local and state assessments in English and Spanish and create criteria and recognition for a pathway to biliteracy from Preschool to 8th grade. (1.1, 1.6, 1.10)</p>
1.13	<p><b>Action:</b> Technology Plan</p> <p><b>Need:</b> Based on Educational Partner feedback , the district collects data and they need a centralized data platform to store it so teachers and admin can have Real-time data access. Educational Partners also stated that engagement is very important . Also, One-to-one devices should be used to provide targeted support for students identified in the CA Dashboard in the RED and Orange for ELA and Math. (See chart Attachment ).</p>	<p>Update our technology plan to improve district wide services and equitable access for unduplicated and all students. Dashboard Data indicates that La Mirada and Willow are IN RED for ELA and the District is in ORANGE for ELA. We have student groups HOM and SWD in the RED for the District. For Math we have La Mirada with HI, HOM, SED, SWD, and ELs in RED and also Willow with SWD (See chart Attachment ). Professional Development opportunities and support for educators in technology integration, digital literacy, and digital citizenship. These professional development initiatives aim to equip teachers with the skills necessary to effectively implement and teach 21st-century skills, ensuring that all students, particularly unduplicated</p>	<p>We will monitor the progress using Dashboard data. (1.1, 1.3, 1.7)</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
2.4	<p><b>Scope:</b> LEA-wide</p> <p><b>Action:</b> School Safety Support</p> <p><b>Need:</b> Educational partner feedback indicated that lockdowns have increased and need safer schools.</p>	<p>students, can fully benefit from enhanced digital learning environments. It will be implemented LEA-Wide for all students with a focus on our unduplicated students.</p> <p>Campus security and campus aides will address the safety concerns. Students that feel safe at school will do better and will come to school. This will support academic growth and student engagement in our unduplicated and all students. We are implementing it LEA-Wide with a focus on unduplicated students, but this will also benefit all students.</p>	<p>We will use CHKS data to monitor this progress. (2.4, 2.5)</p>
2.5	<p><b>Action:</b> Mental Health Supports</p> <p><b>Need:</b> Our District and La Mirada, Smythe, Sunset, OVH, Willow, SYMS, and VDM have Chronic Absenteeism in the RED with all students groups including WH for OVH and MR for the District, La Mirada, Smythe, OVH, and Willow. Suspension is in RED for the District with AA and Smythe with HOM. (See attachment of schools)</p> <p><b>Scope:</b> LEA-wide</p>	<p>We will provide additional social and emotional support, with a focus on Tier 2 and Tier 3 students (ELs, Foster Youth, and Low-income) by employing counselors and social workers at each school site to support these students. It will be implemented LEA-Wide with a focus on ELs, Foster Youth, and low income students, but it will also support all students.</p>	<p>We will be monitoring this data through our universal screener and CHKS. ((2.4, 2.10)</p>
2.6	<p><b>Action:</b> Attendance Initiative Support</p>	<p>We will hold attendance SART (Students Attendance Review Team) meetings and develop support plans for our students with disabilities,</p>	<p>We will monitor progress in increasing the attendance rate of our</p>



Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p><b>Need:</b> Our District and La Mirada, Smythe, Sunset, OVH, Willow, SYMS, and VDM have Chronic Absenteeism in the RED with all students groups including WH for OVH and MR for the District, La Mirada, Smythe, OVH, and Willow. Suspension is in RED for the District with AA and Smythe with HOM. (See attachment of schools)</p> <p><b>Scope:</b> LEA-wide</p>	<p>English Learners (ELs), foster youth, and those from low-income. Our goal is to identify the reasons behind students' absences and refer them to the appropriate support services. This initiative will be implemented LEA-wide to address chronic absenteeism for our students with disabilities, ELs, Foster Youth, and Low income, recognizing it as a significant concern for our district. Therefore, our efforts will encompass all students to ensure comprehensive support and improved attendance across the board.</p>	<p>students with disabilities, ELs, foster youth, low-income and all students. (2.1, 2.6, 2.7)</p>
2.7	<p><b>Action:</b> Educational Services Support</p> <p><b>Need:</b> Educational partner feedback indicated that we need to create an inclusive and equitable environment to enhance student academic performance, attendance, and promote social emotional well being for unduplicated students and all students.</p> <p><b>Scope:</b> LEA-wide</p>	<p>We will employ a Director of Education Services to oversee the ASES, ELOP, and Pathways Enrichment Program. These programs will create an opportunity to significantly increase attendance rates for ELs, SWDs, Foster Youth, and low income students. These programs are also designed to address social emotional well being because it gives students choice and voice. However, these actions are being provided LEA-Wide to maximize their impact in increasing overall academic performance, attendance, and social emotional well being.</p>	<p>We will monitor progress with CHKS, universal screener, daily attendance rate, feedback from students, parents, and staff with preferred activities and programs. (2.4, 2.5, 2.6, 2.10)</p>
2.9	<p><b>Action:</b> Tier 1 Social Emotional support and SEL Training</p> <p><b>Need:</b> Data from the Universal Screener, mySAEBRS, indicates that we need to support Tier 1 instruction and SEL for all students. Our</p>	<p>We will purchase supplemental curriculum and renew digital access to Second Step and Zones of Regulation. This will support our unduplicated (ELs, Foster Youth, and Low Income) students with disabilities, and student behavior (lower suspensions). Social Workers will engage in coaching sessions with teachers to implement the</p>	<p>We will use the mySAEBRS, suspension, SRA, and TA data to support the progress. (2.3, 2.10, 2.11)</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>goal is to be at 80% or more and we are at Tier 1 Low Risk - 72%.</p> <p><b>Scope:</b> LEA-wide</p>	<p>curriculum to build a strong Tier 1 support and get to 80%.</p> <p>These actions are being provided LEA-Wide because the purchase and renewal of the materials will enhance the inclusivity for all students and support their social emotional well being.</p>	
<p><b>2.10</b></p>	<p><b>Action:</b> Student Services Support</p> <p><b>Need:</b> Feedback from Educational Partners indicate that their has been an increase in the CHKS from students, parents, and staff around mental health and social emotional well being. Even though parents feel we are doing a good job at responding to their child's social and emotional needs (88%), 28% of middle school students feel social emotional distress and chronic sadness. Where 46% of our staff see our students depressed.</p> <p><b>Scope:</b> LEA-wide</p>	<p>We will employ a Coordinator of Student Services to support student's mental health and well being. The focus will be on supporting our unduplicated students, ELs, Foster Youth, and low income. She will support the counselors and social workers to build a stronger our Tier 1 program.</p> <p>These actions will create opportunities to use our California Healthy Kids data to identify our struggling unduplicated students. However, these actions will be provided LEA-Wide because there is a great need to support all students with their mental health and social emotional well being.</p>	<p>We will monitor progress with the CHKS for students, staff, and parents. (2.4, 2.5)</p>
<p><b>3.3</b></p>	<p><b>Action:</b> Parent Learning Opportunities - parents struggle with understanding the educational system and do not get involved.</p> <p><b>Need:</b> Feedback from educational partners has led us to support parents of unduplicated students and students with disabilities with accessing</p>	<p>Based on research, parents of unduplicated students and students with disabilities experience significant difficulty with accessing and navigating college/career pathways. We will continue professional development with parents on A through G Requirements and mental health using PIQE (Parent Institute for Quality Education) and other community partners. We will create a user-friendly website for parents to access information</p>	<p>The progress of the goal will be measured by CHKS, LCAP feedback, parent workshops and attendance to all school and district/school events and meetings. (3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8)</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>and negotiating college/career pathways. It has also led us to continue building a culture of communication with our community, which will inform families and caregivers about how to better support their children.</p> <p><b>Scope:</b> LEA-wide</p>	<p>and parent meetings. In addition, parents/caregivers will be encouraged to attend parent conferences and meetings, such as CAFE, SELPA meetings, Parent Conferences, Back-to-School-Night, Open House, PTA meetings, and district events/meetings.</p>	

**Limited Actions**

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

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

**Additional Concentration Grant Funding**

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

The additional concentration grant funding will focus on supporting the foundation of our system of continuous improvement designed to support students with Tier 1 and Tier 2 embedded systems and data monitoring on a 6-week cycle to ensure timely monitoring of student data, which ensures the ability to use data to drive instructional practices that are supportive of student needs and meaningful access. To that end, the district uses data reflection sessions, which provide teachers and administrators the opportunity to analyze student assessment data on LEA common assessments and to monitor the academic achievement of all students, including unduplicated students and students with disabilities, to plan for differentiated instruction in support of all students. Students are provided instructional enrichment with SPARKS

Physical Education, Project Lead the Way (PLTW) STEM modules, and social-emotional learning, all with embedded language development during the data reflection and professional learning communities that are focused on student data monitoring and planning to accelerate learning for all students including unduplicated students and students with disabilities. (Goal 1; Actions 6-11) This funding supports this model by ensuring funding for the enrichment staff that supports the system by providing students with enrichment and teachers/administrators with time to analyze student data by student group and plan for instruction using the knowledge that analyzing the data gives them.

This system is in place to support all students who attend our schools and are above the 55% threshold identified as high concentration.

<b>Staff-to-student ratios by type of school and concentration of unduplicated students</b>	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	1:15.2 - La Mirada, Smythe, Sunset, OVH, Willow, SYMS, and VDM
Staff-to-student ratio of certificated staff providing direct services to students	N/A	1:16.4 - La Mirada, Smythe, Sunset, OVH, Willow, SYMS, and VDM



# 2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	\$42,048,350	14,198,001	33.766%	0.000%	33.766%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Personnel	Total Non-personnel	Total Personnel	Total Non-personnel
Totals	\$56,548,385.00	\$7,804,574.00	\$2,934,525.00	\$2,855,062.00	\$70,142,546.00	\$56,980,214.00	\$13,162,332.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-Personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Curriculum, Instruction & Data Driven Systems:	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	3 year cycle	\$35,334,525.00	\$3,460,000.00	\$37,160,000.00		\$1,634,525.00		\$38,794,525.00	
1	1.2	Curriculum, Instruction, and Data Driven Systems: DRS & Sci-Phy Team	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	3 year cycle	\$1,335,000.00	\$2,662.00	\$1,335,000.00			\$2,662.00	\$1,337,662.00	
1	1.3	College and Career Readiness and 21st Century Learning	All Students with Disabilities	No			All Schools	3 year cycle	\$154,200.00	\$0.00	\$154,200.00			\$154,200.00		
1	1.4	State & Federal Program Monitoring	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 year cycle	\$372,100.00	\$0.00	\$203,400.00			\$168,700.00	\$372,100.00	
1	1.5	Curriculum, Instruction, and Data Driven Systems with Resource Teacher support	All Students with Disabilities	No			All Schools	3 year cycle	\$905,000.00	\$0.00	\$260,000.00		\$153,000.00	\$492,000.00	\$905,000.00	
1	1.6	Curriculum, Instruction, and Data-Driven Systems: DRS SPED/Dually Identified Focus	Students with Disabilities English Learners, LT/ELs, and Students with Disabilities	No			All Schools	3 year cycle	\$1,300,000.00	\$0.00	\$1,300,000.00			\$1,300,000.00		
1	1.7	Intervention support for struggling students	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 year cycle	\$550,000.00	\$100,000.00	\$100,000.00		\$550,000.00		\$550,000.00	
1	1.8	Supplemental Material and Professional Development Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 year cycle	\$0.00	\$200,000.00	\$200,000.00			\$200,000.00	\$200,000.00	



Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.9	Supplemental Materials for Low-income students	Low Income	Yes	School wide	Low Income	All Schools	3 year cycle	\$0.00	\$97,400.00	\$50,000.00	\$37,400.00		\$10,000.00	\$97,400.00	
1	1.10	Professional Learning: PD, Guided Planning, Implementation and Coaching Support	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	3 year cycle	\$385,000.00	\$195,000.00	\$430,000.00			\$150,000.00	\$580,000.00	
1	1.11	Small Group Instruction Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 year cycle	\$2,700,000.00	\$0.00	\$800,000.00			\$1,900,000.00	\$2,700,000.00	
1	1.12	Curriculum, Instruction & Data Driven Systems: Dual Language and SEI Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 year cycle	\$4,505,971.00	\$0.00	\$4,505,971.00				\$4,505,971.00	
1	1.13	Technology Plan	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 year cycle	\$1,000,000.00	\$475,000.00	\$1,475,000.00				\$1,475,000.00	
2	2.1	Professional Learning around PBIS and Restorative Practices	All Homeless and African American	No			All Schools Specific Schools: The district office and Smythe	3 year cycle	\$0.00	\$0.00	\$0.00				\$0.00	.25
2	2.2	Visitor Management Software Support	All Students with Disabilities	No			All Schools	3 year cycle	\$0.00	\$10,000.00	\$10,000.00				\$10,000.00	
2	2.3	Maintenance, Operations, Transportation, and Facilities support	All Students with Disabilities	No			All Schools	3 year cycle	\$2,983,325.00	\$2,645,000.00	\$5,628,325.00				\$5,628,325.00	
2	2.4	School Safety Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 year cycle	\$1,577,000.00	\$0.00	\$1,577,000.00				\$1,577,000.00	
2	2.5	Mental Health Supports	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 year cycle	\$375,000.00	\$0.00	\$375,000.00				\$375,000.00	
2	2.6	Attendance Initiative Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 year cycle	\$1,546,715.00	\$0.00	\$1,546,715.00				\$1,546,715.00	

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	L.C.F.F. Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.7	Educational Services Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 year cycle	\$289,033.00	\$5,782,100.00	\$51,133.00	\$6,000,000.00			\$6,051,133.00	
2	2.8	Universal Screener Support	All Students with Disabilities	No			All Schools	3 year cycle	\$0.00	\$50,000.00		\$50,000.00			\$50,000.00	
2	2.9	Tier 1 Social Emotional support and SEL Training	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 year cycle	\$0.00	\$13,370.00	\$13,370.00				\$13,370.00	
2	2.10	Student Services Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 year cycle	\$194,997.00	\$0.00	\$194,997.00				\$194,997.00	
2	2.11	Behavior Supports	All Students with Disabilities	No			All Schools	3 year cycle	\$120,204.00	\$0.00		\$120,204.00			\$120,204.00	
2	2.12	Multi-Tiered System of Supports (MTSS)	All Students with Disabilities	No			All Schools	3 year cycle	\$899,870.00	\$0.00		\$899,870.00		\$5,900.00	\$899,870.00	
2	2.13	Partnership Program for At-Risk Students	All Students with Disabilities	No			All Schools	3 year cycle	\$0.00	\$0.00	\$0.00				\$0.00	
3	3.1	Parent Center Support	All	No			All Schools	3 year cycle	\$0.00	\$0.00	\$0.00				\$0.00	
3	3.2	Parent Participation	All	No			All Schools	3 year cycle	\$0.00	\$0.00	\$0.00				\$0.00	
3	3.3	Parent Learning Opportunities - parents struggle with understanding the educational system and do not get involved.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 year cycle	\$0.00	\$125,800.00				\$125,800.00	\$125,800.00	
3	3.4	Parent Communication Support	All Students with Disabilities	No			All Schools	3 year cycle	\$0.00	\$20,000.00	\$20,000.00				\$20,000.00	
3	3.5	Translation Support	All Students with Disabilities	No			All Schools	3 year cycle	\$309,274.00	\$0.00	\$309,274.00				\$309,274.00	
3	3.6	Public Relations and Community Support	All Students with Disabilities	No			All Schools	3 year cycle	\$143,000.00	\$0.00	\$143,000.00				\$143,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	3.7	School Community Events Support	All Students with Disabilities	No			All Schools	3 Year cycle	\$0.00	\$6,000.00	\$6,000.00				\$6,000.00	0



# 2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$42,048,350	14,198,001	33.766%	0.000%	33.766%	\$50,017,586.00	0.250%	119.203 %	<b>Total:</b>	\$50,017,586.00
								<b>LEA-wide Total:</b>	\$49,967,586.00
								<b>Limited Total:</b>	\$0.00
								<b>Schoolwide Total:</b>	\$50,000.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Curriculum, Instruction & Data Driven Systems:	Yes	LEA-wide	English Learners Low Income	All Schools	\$37,160,000.00	
1	1.2	Curriculum, Instruction, and Data Driven Systems: DRS & Sci-Phy Team	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,335,000.00	
1	1.4	State & Federal Program Monitoring	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$203,400.00	
1	1.7	Intervention support for struggling students	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$100,000.00	
1	1.8	Supplemental Material and Professional Development Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$200,000.00	
1	1.9	Supplemental Materials for Low-income students	Yes	Schoolwide	Low Income	All Schools	\$50,000.00	
1	1.10	Professional Learning: PD, Guided Planning,	Yes	LEA-wide	English Learners Low Income	All Schools	\$430,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
		Implementation and Coaching Support						
	1.11	Small Group Instruction Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$800,000.00	
	1.12	Curriculum, Instruction & Data Driven Systems: Dual Language and SEL Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$4,505,971.00	
	1.13	Technology Plan	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,475,000.00	
	2.4	School Safety Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,577,000.00	
	2.5	Mental Health Supports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$375,000.00	
	2.6	Attendance Initiative Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,546,715.00	
	2.7	Educational Services Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$51,133.00	
	2.9	Tier 1 Social Emotional support and SEL Training	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$13,370.00	
	2.10	Student Services Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$194,997.00	
	3.3	Parent Learning Opportunities - parents struggle with understanding the educational system and do not get involved.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		



# 2023-24 Annual Update Table

<b>Totals</b>	<b>Last Year's Total Planned Expenditures (Total Funds)</b>	<b>Total Estimated Expenditures (Total Funds)</b>
<b>Totals</b>	<b>\$71,176,212.00</b>	<b>\$66,840,923.00</b>

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Technology: Plan, Professional Learning & Implementation Support	Yes	\$1,429,652.00	\$1,529,652
1	1.2	Data Driven Systems: SIS, DnA, Destiny	No Yes	\$0.00	0.00
1	1.3	Curriculum, Instruction & Data Driven Systems: Staffing	No	\$39,220,110.00	\$39,001,423
1	1.4	Curriculum, Instruction, and Data Driven Systems-Staffing & Class Size Reduction	No	\$0.00	0.00
1	1.5	Curriculum, Instruction, and Data Driven Systems: DRS & Sci-Phy Team	Yes	\$1,400,000.00	\$1,400,613
1	1.6	College and Career Readiness and 21st Century Learning	Yes	\$125,000.00	\$125,000
1	1.7	State & Federal Programs: Staffing	Yes	\$119,100.00	\$123,525
1	1.8	Curriculum, Instruction, and Data Driven Systems: Resource Teachers	Yes	\$730,000.00	\$856,307
1	1.9	Curriculum, Instruction, and Data Driven Systems: DRS SpEd/Dually Identified Focus	Yes	\$1,344,900.00	\$1,283,347
1	1.10	Curriculum, Instruction, and Data Driven Systems: DRS: Mega Focus	Yes	\$50,000.00	\$50,000

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.11	Curriculum, Instruction, and Data Driven Systems-Staffing	No	\$0.00	\$0.00
1	1.12	Elementary School Administrative Support	Yes	\$155,000.00	\$176,524
1	1.13	Temporary Supplemental Instructional Staff: Intervention Support Teachers	Yes	\$600,000.00	\$659,331
1	1.14	Supplemental Materials	Yes	\$200,000.00	\$180,000
1	1.15	Professional Learning: PD, Guided Planning, Implementation Coaching	No	\$0.00	\$0.00
1	1.16	Professional Development - Administrators	Yes	\$120,000.00	\$170,000
1	1.17	Temporary Supplemental Instructional Staff: Paraprofessionals	Yes	\$200,000.00	\$498,000
1	1.18	Academic Intervention Programs	Yes	\$655,000.00	\$700,000
1	1.19	Coordinator of Pupil Services	Yes	\$190,881.00	\$199,300
1	1.20	Expanded Learning - Intersession Program	No	\$0.00	\$0.00
1	1.21	Curriculum & Instruction: Instructional Design -- ELA	No	\$0.00	\$0.00
1	1.22	Curriculum & Instruction: Instructional Design -- Math	No	\$0.00	\$0.00
1	1.23	Curriculum, Instruction & Data Driven Systems: Dual Language Teachers	Yes	\$4,375,515.00	\$4,457,920
1	1.24	Continue to maintain class size reduction for Grades K-3 and 4-6.	Yes	\$200,000.00	\$200,000



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	1.25	Certificated Teachers 3 PD days	Yes	\$521,866.00	\$462,881
2	2.1	English & Academic Language Services - EL Master Plan	No	\$0.00	0.00
2	2.2	EL Monitoring--Student Progress	No	\$0.00	0.00
2	2.3	Professional Learning- Instructional Staff & Administration	Yes	\$94,000.00	\$144,951
2	2.4	Professional Learning & Implementation Coaching	No	\$0.00	\$0.00
2	2.5	Professional Learning: Administrative Coaching & Monitoring	No	\$0.00	\$0.00
2	2.6	English Learner Support: Monitoring & Support	Yes	\$117,344.00	\$290,747
2	2.7	English Learner Support: AVID Excel	Yes	\$20,000.00	\$20,000
2	2.8	EL Support: Integrated Academic Language and English Language Development:- PD, Planning, Coaching	Yes	\$27,000.00	\$27,000
2	2.9	EL Support: Academic Language and English Language Development	No	\$0.00	\$0.00
2	2.10	Supplemental Curriculum	Yes	\$50,000.00	\$50,000
3	3.1	MOTF personnel, transportation, materials and supplies, contracted services, and utilities.	Yes	\$8,087,846.00	\$6,793,524
3	3.2	Implement LRMFP	No	\$0.00	\$0.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.3	Middle School Associated Student Body	Yes	\$2,000.00	\$2,000
3	3.4	Safety Plans	No	\$0.00	\$0.00
3	3.5	Campus Security & Campus Aides	Yes	\$1,480,222.00	\$1,474,700
3	3.6	Visitor Management Software	Yes	\$10,000.00	\$0.00
3	3.7	Professional Learning (Classified & Certificated)	No	\$0.00	\$0.00
3	3.8	Enrichment opportunities & Expanded Learning Programs	Yes	\$6,500,000.00	\$2,687,000
3	3.9	Attendance Initiatives	Yes	\$614,290.00	\$579,400
3	3.10	Director of Educational Services	Yes	\$56,425.00	\$203,670
3	3.11	Mental Health Supports	Yes	\$850,244.00	\$932,715
3	3.12	Data Driven Systems: Chronic Absenteeism	No	\$0.00	\$0.00
3	3.13	Data Driven Systems: Chronic Absenteeism: A-SSTs	No	\$0.00	\$0.00
3	3.14	Additional Maintenance and Operations staff (2 FTEs)	Yes	\$185,800.00	\$215,100
4	4.1	Mental Health Supports	Yes	\$595,000.00	\$435,000



Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
4	4.2	Tiered Support System for SE Wellbeing	Yes	\$20,000.00	\$20,000
4	4.3	Universal Screener	Yes	\$63,000.00	\$50,000
4	4.4	Tier 1 Social Emotional Curriculum	Yes	\$16,500.00	\$13,356
4	4.5	Positive Behavior Intervention Support	No	\$0.00	\$0.00
4	4.6	Restorative Practices PD	No	\$0.00	\$0.00
4	4.7	Trauma Informed PD	No	\$0.00	\$0.00
4	4.8	Wrap Around Services	No	\$0.00	\$0.00
4	4.9	Coordinator of Student Services	Yes	\$148,580.00	\$183,737
4	4.10	Behavior Specialist	Yes	\$205,000.00	\$119,282
5	5.1	Parent Center	No	\$0.00	\$0.00
5	5.2	Parent Participation	No	\$0.00	\$0.00
5	5.3	Parent Learning Opportunities	Yes	\$14,437.00	\$96,025
5	5.4	Parent Communication	No	\$0.00	\$0.00
5	5.5	District Translators	Yes	\$276,500.00	\$289,060



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)
<b>5</b>	<b>5.6</b>	Coordinator of Public Relations and Community Services	Yes	\$100,000.00	\$134,833
<b>5</b>	<b>5.7</b>	School Community Events	Yes	\$5,000.00	\$5,000

# 2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)	
\$14,198,001	\$22,038,557.00	\$21,377,284.00	\$661,273.00	0.000%	0.000%	0.000%	
Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Technology: Plan, Professional Learning & Implementation Support	Yes	\$1,429,652.00	1,529,652		
1	1.2	Data Driven Systems: SIS, Dna, Destiny	Yes	\$0.00	0.00		
1	1.5	Curriculum, Instruction, and Data Driven Systems: DRS & Sci-Phy Team	Yes	\$1,400,000.00	1,400,613		
1	1.6	College and Career Readiness and 21st Century Learning	Yes	\$5,000	5,000		
1	1.7	State & Federal Programs: Staffing	Yes	\$87,600.00	87600		
1	1.8	Curriculum, Instruction, and Data Driven Systems: Resource Teachers	Yes	\$365,000.00	365,000		
1	1.9	Curriculum, Instruction, and Data Driven Systems: DRS SPED/Dually Identified Focus	Yes	\$1,344,900.00	1,283,347		
1	1.10	Curriculum, Instruction, and Data Driven Systems: DRS: Mega Focus	Yes	\$50,000.00	50,000		
1	1.12	Elementary School Administrative Support	Yes	\$155,000.00	176,524		
1	1.13	Temporary Supplemental Instructional Staff: Intervention Support Teachers	Yes	\$0.00	\$0.00		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.14	Supplemental Materials	Yes	\$100,000.00	\$100,000		
1	1.16	Professional Development - Administrators	Yes	\$20,000.00	20,000		
1	1.17	Temporary Supplemental Instructional Staff: Paraprofessionals	Yes	\$50,000.00	50,000		
1	1.18	Academic Intervention Programs	Yes	\$5,000.00	5,000		
1	1.19	Coordinator of Pupil Services	Yes	\$34,176.00	34,176		
1	1.23	Curriculum, Instruction & Data Driven Systems: Dual Language Teachers	Yes	\$4,375,515.00	4,457,920		
1	1.24	Continue to maintain class size reduction for Grades K-3 and 4-6.	Yes	\$200,000.00	200,000		
1	1.25	Certificated Teachers 3 PD days	Yes	\$521,866.00	462,881		
2	2.3	Professional Learning- Instructional Staff & Administration	Yes	\$64,000.00	64,000		
2	2.6	English Learner Support: Monitoring & Support	Yes	\$117,344.00	117,344		
2	2.7	English Learner Support: AVID Excel	Yes	\$10,000.00	10,000		
2	2.8	EL Support: Integrated Academic Language and English Language Development:- PD, Planning, Coaching	Yes	\$1,000.00	1,000		
2	2.10	Supplemental Curriculum	Yes	\$10,000.00	10,000		
3	3.1	MOTF personnel, transportation, materials and supplies, contracted services, and utilities.	Yes	\$8,087,846.00	6,793,524		
3	3.3	Middle School Associated Student Body	Yes	\$2,000.00	2,000		



Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
3	3.5	Campus Security & Campus Aides	Yes	\$1,480,222.00	1,474,700		
3	3.6	Visitor Management Software	Yes	\$10,000.00	0.00		
3	3.8	Enrichment opportunities & Expanded Learning Programs	Yes	\$38,600.00	0		
3	3.9	Attendance Initiatives	Yes	\$614,290.00	579,400		
3	3.10	Director of Educational Services	Yes	\$56,425.00	50,917		
3	3.11	Mental Health Supports	Yes	\$496,241.00	932,715		
3	3.14	Additional Maintenance and Operations staff (2 FTEs)	Yes	\$185,800.00	215,100		
4	4.1	Mental Health Supports	Yes	\$100,000.00	213,241		
4	4.2	Tiered Support System for SE Wellbeing	Yes	\$20,000.00	20,000		
4	4.3	Universal Screener	Yes	\$63,000.00	50,000		
4	4.4	Tier 1 Social Emotional Curriculum	Yes	\$1,000.00	1,000		
4	4.9	Coordinator of Student Services	Yes	\$148,580.00	183,737		
4	4.10	Behavior Specialist	Yes	\$5,000.00	0.00		
5	5.3	Parent Learning Opportunities	Yes	\$2,000.00	2,000		
5	5.5	District Translators	Yes	\$276,500.00	289,060		
5	5.6	Coordinator of Public Relations and Community Services	Yes	\$100,000.00	134,833		
5	5.7	School Community Events	Yes	\$5,000.00	5,000		

## 2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$42,399,349	\$14,198,001	0	33.486%	\$21,377,284.00	0.000%	50.419%	\$0.00	0.000%



# Local Control and Accountability Plan Instructions

## [Plan Summary](#)

## [Engaging Educational Partners](#)

## [Goals and Actions](#)

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

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

## Introduction and Instructions

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

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

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

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

- o Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).
- o 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 LCFE, 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, school-site-level advisory groups, as applicable (e.g., school-site councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between school-site 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 school sites 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 school site would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier school site would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

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

### **Broad Goal Description**

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

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

### **Type of Goal**

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

State Priorities addressed by this goal.



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

An explanation of why the LEA has developed this goal.

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

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

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

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

#### **Type of Goal**

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

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

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
  - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
  - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
  - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

**Metric #**

- Enter the metric number.

**Metric**

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

**Baseline**

- Enter the baseline when completing the LCAP for 2024–25.
  - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
  - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
  - Indicate the school year to which the baseline data applies.
  - The baseline data must remain unchanged throughout the three-year LCAP.
    - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain

accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.

- If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.

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

#### Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.

- Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

#### Year 2 Outcome

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

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

#### Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.

- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

#### Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.

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

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

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

**Goal Analysis:**

Enter the LCAP Year.

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

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

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

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

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

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

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

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

Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

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

**Actions:**

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

**Action #**

- Enter the action number.

**Title**

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

**Description**

- Provide a brief description of the action.



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

#### Total Funds

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

#### Contributing

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

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

#### Required Actions

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
  - Language acquisition programs, as defined in EC Section 306, provided to students, and
  - Professional development for teachers.
  - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.
- LEAs eligible for technical assistance pursuant to EC sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

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

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

### **Purpose**

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be succinctly 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.

- Concurrency 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 LCFE 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 CCSSP. 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 CCSSP.
- **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.

- o 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).

California Department of Education

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## SYSYD: CA Dashboard

School/Student groups that have RED or Very Low Dashboard indicators

SYSYD	La Mirada	Smythe	Sunset	OVH	Willow	SYMS	VDM
Chronic Absenteeism: • ALL • HI • HOM • MR • SED • SWD • EL	Chronic Absenteeism: • ALL • HI • HOM • MR • SED • SWD • EL	Chronic Absenteeism: • ALL • HI • HOM • MR • SED • SWD • EL	ELA • HOM	Chronic Absenteeism: • ALL • HI • HOM • MR • SED • SWD • EL • WH	Chronic Absenteeism: • ALL • HI • HOM • MR • SED • SWD • EL	ELA • HOM	Chronic Absenteeism: • ALL • HI • HOM • SED • SWD • EL
ELA • HOM • SWD	ELA • ALL • HI • HOM • MR • SED • SWD • EL	ELA • SED • HOM • EL			ELA • ALL • HI • HOM • MR • SED • EL		
Suspension • AA	Math • ALL • HI • HOM • MR • SED • SWD • EL	Suspension • HOM			Math • SWD		

