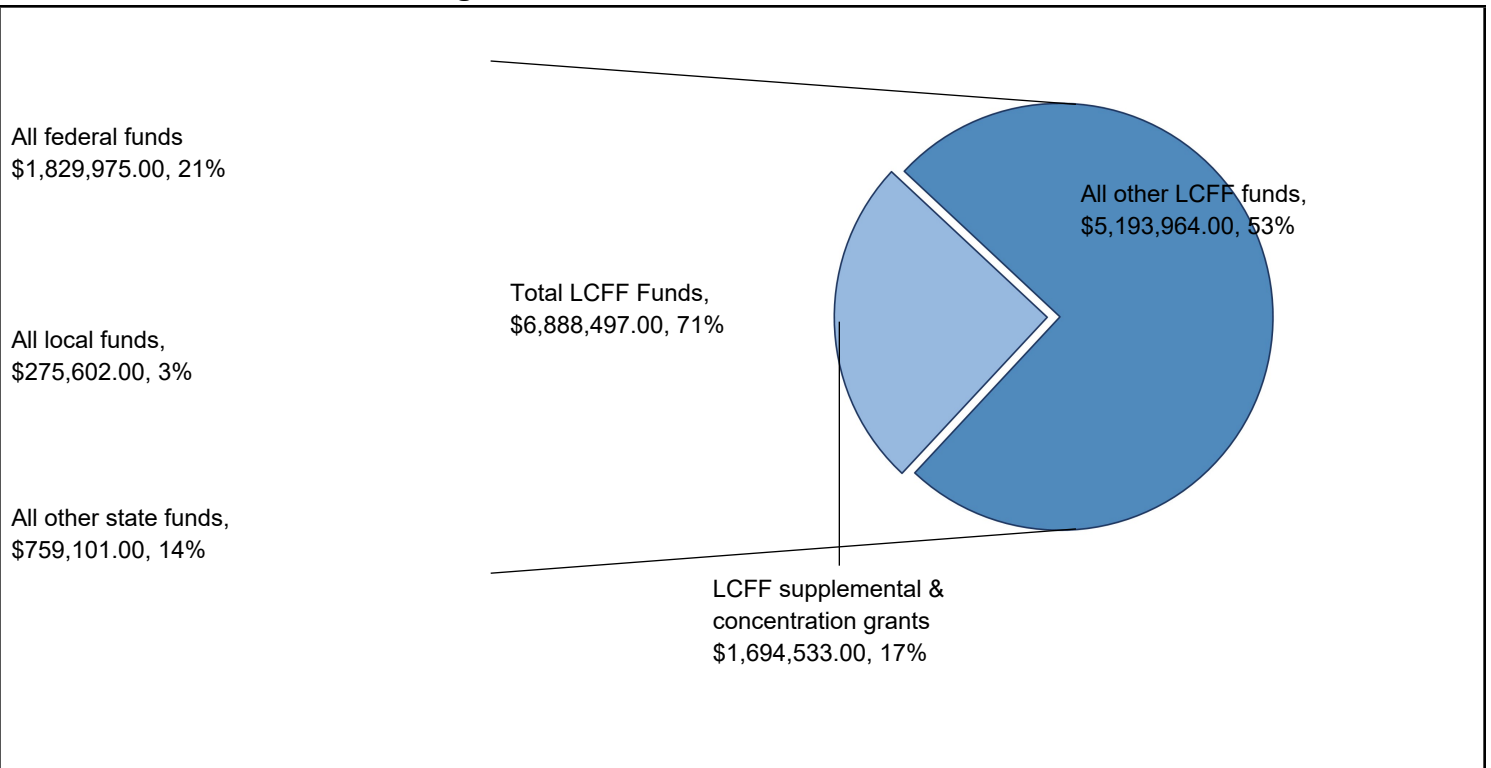


LCFF Budget Overview for Parents

Local Education Agency (LEA) Name: Le Grand Union High School District
CDS Code: 24 65730 0000000
School Year: 2024-25
LEA contact information: Donna Alley, (209) 389-9403, dalley@lghs.k12.ca.us

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

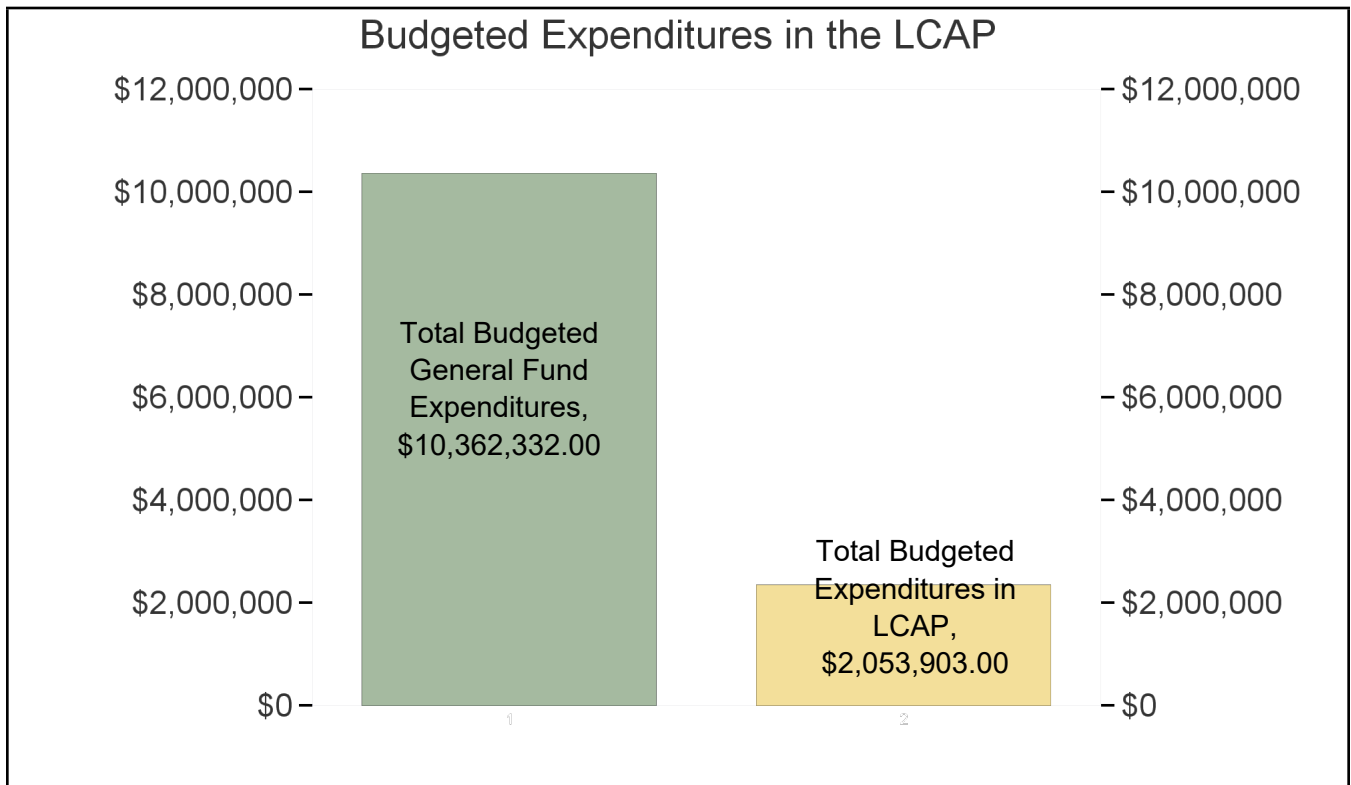


This chart shows the total general purpose revenue Le Grand Union High School District expects to receive in the coming year from all sources.

The total revenue projected for Le Grand Union High School District is \$9,753,175.00 of which \$6,888,497.00 is Local Control Funding Formula (LCFF), \$759,101.00 is other state funds, \$275,602.00 is local funds, and \$1,829,975.00 is federal funds. Of the \$6,888,497.00 in LCFF Funds, \$1,694,533.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Le Grand Union High 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.

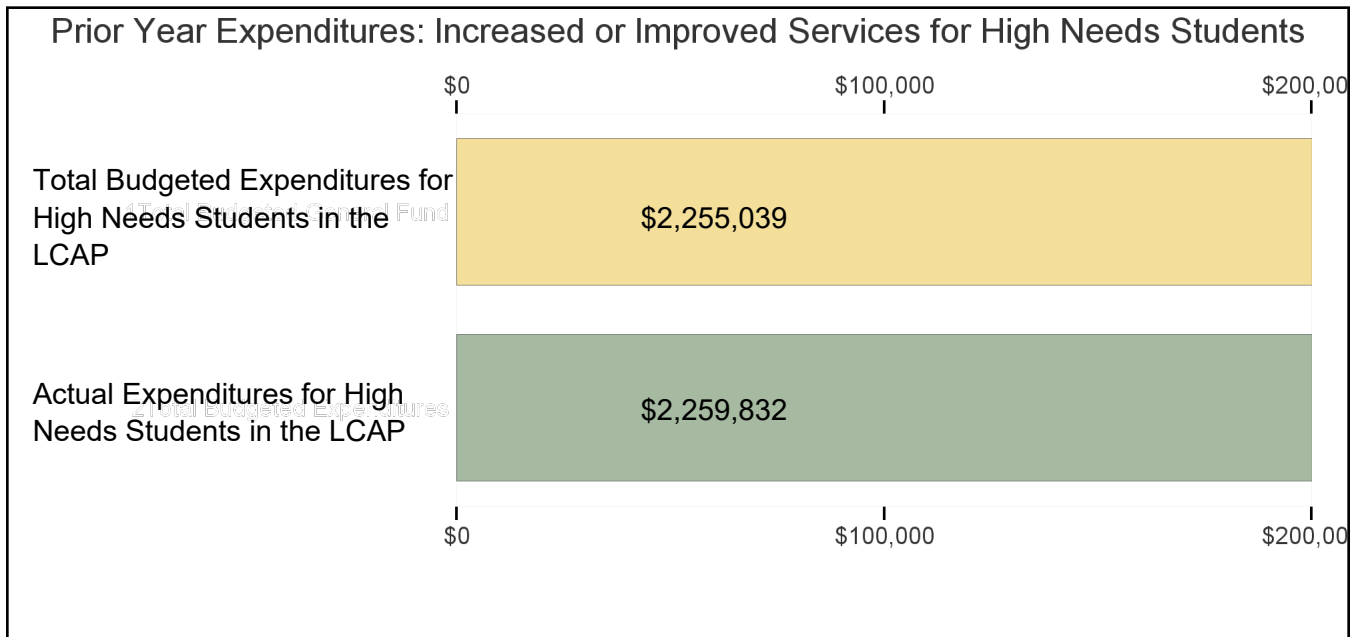
Le Grand Union High School District plans to spend \$10,362,332.00 for the 2024-25 school year. Of that amount, \$2,053,903.00 is tied to actions/services in the LCAP and \$8,308,429.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following: General Fund budget expenditures not shown in the LCAP are general operating costs such as facilities, leasing, and some contracts with service providers as well as the majority of staff costs.

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

In 2024-25, Le Grand Union High School District is projecting it will receive \$1,694,533.00 based on the enrollment of foster youth, English learner, and low-income students. Le Grand Union High School District must describe how it intends to increase or improve services for high needs students in the LCAP. Le Grand Union High School District plans to spend \$1,389,274.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



This chart compares what Le Grand Union High 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 Le Grand Union High 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, Le Grand Union High School District's LCAP budgeted \$9,000.00 for planned actions to increase or improve services for high needs students. Le Grand Union High School District actually spent \$2,259,832.00 for actions to increase or improve services for high needs students in 2023-24. The difference between the budgeted and actual expenditures of -\$4,793.00 had the following impact on LGUHSD's ability to increase or improve services for high needs students: All staffing budgets in the LCAP were based on the average cost per FTE for a particular job category. The actual costs for these actions were lower while providing for the same number of FTE's and the same services.

4.G.1: Aumentar el a	38.4%	N/D	43.4%	30.5%	N/D
4.G.2: Aumentar el a	26.0%	N/D	13.3%	10.1%	N/D
7.A: Mantener el Las inscripciones en los cursos académicos necesarios a	100%	100%	100%	--	100%
7.B: Mantener el # de instancias que cada estudiante no duplicado participa en programas o servicios para UDS (por promedio de UDS) encima		5.5	6.6	--	4.3
7.C: Mantener el # de casos en que cada estudiante con necesidades excepcionales participa en programas o servicios para ENS (por promedio de ENS) encima		3.3	3.9	--	3.2

2022-23

No actions in this goal had substantive differences between the planned action and the actual action.

The following are some of the actions with with successes and challenges. First is a list of actions with successes and after that a list of actions with challenges. The action number is listed with the Action Title and the success or challenge is written in italics.

Successes:

01.01: Digital Learning Platforms - *Many students have made credit and recovered therefore not dropping school or it has kept them at Le Grand High School.*

01.02: Digital Resource Professional Development - *All teachers use Canvas and students all have access to viewing all grades and progress. Every August, students go through a bootcamp to learn how to use several of these programs.*

01.03: MTSS (Academic supports) - *All tier 2 and 3 students have at least one period of academic intervention.*

01.06: Feeder Districts SWD Service Coordination - *LGUHSD continues collaboration with the feeder schools.*

01.11: Instructional Aides - *All 5 positions were filled for the school year.*

Challenges:

01.02: Digital Resource Professional Development - *For teachers, time is a big obstacle and sometimes we don't have enough time to properly learn each of the programs.*

01.06: Feeder Districts SWD Service Coordination - *Most challenges have been things out of the district's control, like COVID or flooding canceling meetings.*

Ninguna acción en este objetivo tuvo diferencias significativas entre los gastos presupuestados y los gastos reales:

The following metrics have been selected to show how the district is progressing towards achievement of this goal.

1.A - % de maestros asignados apropiadamente y con credenciales completas en el área temática y para los alumnos que están enseñando - (BL - 100% '21 -22' - 100% Target - 100%)

1.B.1 - % de estudiantes con plan de estudios básico alineado con los estándares estatales de CA - (BL - 100% '21-22' - 100% Target - 100%)

4.B - % de estudiantes que completan con éxito las vías de CTE - (BL - 14.2% '21-22' - 45.0% Target - 22%)

Metric 4.G is not reported on the CA Dashboard. This metric was reported using CAASPP data instead (as required by CDE) and can be found on the metric line 4.G.1 and 4.G.2.

Below is a list of actions that educational partners found were contributing to achieving the stated goal and improving the metrics listed above. The action is followed by a brief description of the action's effectiveness in italics.

- 01.01: - *It's been effective for both teachers and students. The after school program has also used it effectively for credit recovery.*

- 01.02: - *Most teachers have used and learned most of these programs and many students have effectively used most of these programs to recover credits and to enrich their learning.*

- 01.03: Continuar modificando y ampliando los apoyos académicos del sistema de intervención escalonada del MTSS para todos los estudiantes que necesitan una formación académica intensiva o estratégica. Las intervenciones académicas incluirán ELA y Matemáticas, cumplirán con los requisitos de tiempo de SBE e incluirán apoyo académico de nivel II después de la escuela. - *The staff growth has helped support more students. Student performance has increased from 38.4% (BL) to 43.4% (21-22) on CAASPP ELA. However it dropped from 26.0% (BL) to 12.3% (21-22)*

- 01.04: Continuar operando una sucursal de la cooperativa de crédito con personal compuesto por estudiantes y asociado con MSEFCU. - *The branch has remained open and students and staff continue to take advantage of it.*

- 01.05: - *We have smaller class sizes in each of the mentioned classes.*

- 01.06: Continuar patrocinando la coordinación con los distritos complementarios para los servicios de SWD, tales como: reuniones verticales del equipo, visitas de los padres, determinaciones del manifiesto, IEP de transición, reuniones SCOE / IEP, etc.. - *Mrs. Buchner has maintained a great connection with our feeder schools. This is very helpful in so that the families of SWD feel that the process of going to HS is as seamless as possible.*

- 01.07: Aumentar las clases de matrícula doble con Merced College y West Hills. - *The number of students who have dual enrollment has increased this year.*

- 01.08: Proporcionar oportunidades para que los estudiantes tomen cursos de verano en línea para enriquecimiento, crédito avanzado y recuperación utilizando la plataforma en línea Odyssey. - *These opportunities were provided to students.*

- 01.09: Proveer de personal del programa después de clases: 1.0 coordinador del programa, después de asistentes escuelas, estipendios maestros, etc. - *All positions have been filled for the school year and are expected to stay filled. Assistants help make positive connections with students and provide support.*

- 01.10: Personal un Coordinador de TI clasificado, 1 puesto de soporte tecnológico y 1 webmaster. - *All IT positions were filled successfully. They work well with all students and staff to supply tech and support. The district technology infrastructure is well maintained.*

- 01.11: Dotar de personal a todos los puestos de apoyo instructivo auxiliares clasificados en educación especial. - *All positions were successfully filled. See explanation for item 02.01.*

- 01.12: Proporcionar recursos al programa CTE incluyendo materiales, PD para los maestros, útiles, etc.. - *All CTE programs received their allotted funding for materials, supplies and PD opportunities. This action has helped improve the quality of the CTE program where 45% of students are completing CTE pathways.*

- 01.13: Colocar en todas las aulas maestros certificados de educación especial que están asignados correctamente en todas las materias y correspondiente a los niveles de los estudiantes a quien dan clases. - *All positions filled and maintained which has allowed for positive connections to be made with students.*

- 01.14: Continuar el BMA (Acuerdo de mantenimiento del presupuesto) con ROP para proporcionar un 0,8 FTE y LGUHSD para proporcionar un maestro de marketing de 0,2 FTE. - *The ROP classes have been effective at improving the number of students taking career ready classes.*

The following metrics report outcome data from the 21-22 school year.

- 1.A - % de maestros asignados apropiadamente y con credenciales completas en el área temática y para los alumnos que están enseñando
- 1.B.1 - % de estudiantes con plan de estudios básico alineado con los estándares estatales de CA
- 4.A.1 - % Cumpliendo de normas en ELA
- 4.A.2 - % Cumpliendo de normas en Math
- 4.B - % de estudiantes que completan con éxito las vías de CTE
- 4.G - % de estudiantes CCR basado en EAP (CA Dashboard, Status)

The following metrics report outcome data from the 22-23 school year.

- 2.A - % de implementación de los estándares estatales de CA para todos los estudiantes
- 4.C - % de los estudiantes terminando los requisitos de A-G
- 4.C.2 -
- 7.A - Las inscripciones en los cursos académicos necesarios
- 7.B - # de instancias que cada estudiante no duplicado participa en programas o servicios para UDS (por promedio de UDS)
- 7.C - # de casos en que cada estudiante con necesidades excepcionales participa en programas o servicios para ENS (por promedio de ENS)

Este meta se mantuvo sin cambios en el LCAP del próximo año. 2023-24 .

No se agregaron métricas en este objetivo como nuevas o eliminadas en el LCAP del próximo año. Algunas métricas en este objetivo han tenido cambios menores en el idioma para proporcionar más claridad o coherencia en todo el plan. 2023-24 .

No se agregaron, eliminaron, modificaron, eliminaron y combinaron, ni se completaron acciones en este objetivo en el LCAP del próximo año. Algunas acciones en este objetivo han tenido cambios menores en el idioma para proporcionar más claridad o coherencia en todo el plan. 2023-24 .

All changes to an action's budgeted amount are not listed above if the change is due to increases to staffing expenses (i.e. COLA) but that result in staffing approximately the same number of FTEs as the prior year.

#REF!	
02	Mantener un ambiente escolar que sea física, social y emocionalmente seguro y acogedor para todos los estudiantes, padres y miembros de la comunidad, lo que hará que aumente la conexión con la escuela.

Year 1 Outcome

Métricas / Indicadores	Base	Resultado del año 1	Resultado del año 2	Resultado del año 3	2023-24
1.C: Mantener el % en la calificación general de la herramienta de inspección de instalaciones encima	92.7%	95.6%	98.0%	98.0%	90%
3.A.1: Aumentar el % en la encuesta de padres del distrito que está de acuerdo en que el distrito busca la opinión de los padres (artículo 24) a	64.7%	50.0%	83.3%	55%	70.0%
3.A.2: Aumentar el % de hogares que respondieron a la Encuesta de padres del distrito a	12%	9%	9%	5%	20%
3.B: Mantener el de casos en que un padre de cada estudiante no duplicado participa en un programa o servicio escolar para UDS (por promedio de UDS) encima	10.7%	1.9	1.8	--	0.3
3.C: Mantener el # de casos en que un padre de cada estudiante con necesidades excepcionales participa en un programa o servicio escolar para ENS (por promedio de ENS) encima	99.3%	1.7	1.8	--	1.3
4.F: Aumentar el % de exámenes AP aprobados para el total de estudiantes con tres o más a	14.9%	50.0%	37.0%	--	40%
5.A: Mantener el La tasa de asistencia escolar encima	6%	95.9%	92.0%	--	95%
5.B: Disminuir el % sobre la tasa de ausentismo crónico (Tablero de CA, Estado) a	90.2%	6.6%	N/A	N/A	12.0%
5.D: Disminuir el % sobre la tasa de abandono de la escuela secundaria a	5.4%	8.0%	7.0%	--	5%
5.E: Mantener el encima	0%	91.1%	95.8%	96.9%	90.2%
6.A: Disminuir el % sobre la tasa de suspensión (panel de CA, estado) a	75.3	0.5%	2.6%	1.6%	4.0%
6.B: Mantener el % sobre tasa de expulsión abajo	77.1%	0%	0%	0%	3%
6.C.1: Aumentar el # en la clasificación general del índice de la Encuesta de Clima Escolar del Distrito a	59.9%	74.6	75.5	74.6	80

6.C.2: Aumentar el a	61%	79.4%	80.2%	78.5%	80%
6.C.3: Aumentar el a		63.0%	69.8%	66.8%	65%
8.A: Aumentar el % de estudiantes terminando 2 evaluaciones formativas y locales a		55%	70%	68%	75%

2022-23

No actions in this goal had substantive differences between the planned action and the actual action.

The following are some of the actions with with successes and challenges. First is a list of actions with successes and after that a list of actions with challenges. The action number is listed with the Action Title and the success or challenge is written in italics.

Successes:

02.04: MTSS Support Staff - *Both MTSS positions were filled for the school year.*

02.05: Adult Education Programs - *Adult Education has continued with classes of interest to parents and the community.*

02.08: Speech Pathologist and School Psychologist. - *LGUHS D contracts with MCOE for speech pathologist and school psychologist services as needed.*

02.10: After School Program - *The after school program continues to offer activities based on student and parents interest.*

02.15: MTSS (Behavioral supports) - *MTSS students are identified and given support based on their needs in a continuous process.*

Challenges:

02.06: Staff the Academies' Tutor positions. - *The district had a tough time filling the second Academy Tutor position.*

02.14: Online Health and Wellness Tool - *We have this service for students, but not parents and family members. It would be good to expand to these educational partners.*

Ninguna acción en este objetivo tuvo diferencias significativas entre los gastos presupuestados y los gastos reales:

The following metrics have been selected to show how the district is progressing towards achievement of this goal.

1.C - % en la calificación general de la herramienta de inspección de instalaciones - (BL - 92.7% '22-23' - 98.0% Target - 90%)

5.A - La tasa de asistencia escolar - (BL - 99.3% '22-23' - 92.0% Target - 95%)

Below is a list of actions that educational partners found were contributing to achieving the stated goal and improving the metrics listed above. The action is followed by a brief description of the action's effectiveness in italics.

- 02.01: Asignar personal a un Coordinador de educación especial para supervisar el programa de educación especial del distrito e implementar el sistema de intervención por niveles MTSS para todos los estudiantes (9-12) que necesiten intervenciones estratégicas o intensivas académicas, conductuales (justicia

- restaurativa) y socioemocionales. - *The position was maintained. Special ed students performance on CAASPP rose from 2.78% (21-22) to 10.3% (22-23).*
- 02.02: Proveer de personal un Coordinador del Programa de Resoluciones de Conflictos para seguir implementando el Programa de Justicia Restaurativa - *Coordinator position was maintained for the school year. This position helped increase student connectedness with the school. The % of students who feel connected with the school was maintained above 55% which is a baseline to maintain, 64.4% (21-22); 58.4% (22-23).*
- 02.03: - *The Community Liaison position was maintained which has allowed parents and community members to better connect with LGHS. The % of parents who says that the school actively seeks the input of parents before making important decisions increased from 50.0% (21-22) to 83.3% (22-23)*
- 02.04: Proporcione 2 posiciones clasificadas para respaldar los niveles II y III del programa MTSS. - *Both MTSS positions were successfully filled and have allowed more one on one support for MTSS students.*
- 02.05: Continuar promoviendo el empoderamiento de los padres y los programas de educación para adultos para ayudar a la comunidad y a los padres en sus esfuerzos por mantenerse a sí mismos y a sus hijos académicamente y para ayudar a educar a los padres sobre la participación de los estudiantes en el aprendizaje a distancia. - *All adult ed class numbers have increased, including participation by parents. 75.7% (22-23) of parents says that they are supported by the district through parent education workshops.*
- 02.06: Dotar de personal a los puestos de tutor de las academias. - *We have been looking for a second tutor, but have not been able to fill the position.*
- 02.07: Compre computadoras portátiles / Chromebooks adicionales para garantizar que todos los estudiantes tengan acceso a un dispositivo de aprendizaje y la capacidad de acceder al plan de estudios en línea. - *Student Chromebooks are purchased in the spring to guarantee we have them available for the new school year.*
- 02.08: Brindar servicios de un patólogo del habla y un psicólogo escolar. - *27 students are receiving Speech / Language Therapy, 1 is receiving psychologist services and 1 is receiving occupational therapy in accordance with their IEPs.*
- 02.09: - *Scheduling effectively assigned all teachers a seminar class, save two who can cover classes if teachers are absent. This action has helped some performance on CAASPP. (see effectiveness explanation for 01.03)*
- 02.10: Continuar el Programa de Después de la Escuela con actividades que apoyan a las metas personales de los estudiantes y los pedidos de los padres como: fotografía, drama, artes culinarias, música. - *Student participation in high-interest classes continues to grow, including culinary arts and weight room.*
- 02.11: Dotar con personal consejeros 3.0: 1 para proporcionar servicios de asesoramiento general, cursos CTE / CCR y ofertas académicas, 2 para asegurar que cada alumno de 10 ° grado participe en una reunión de estudiantes / padres / consejeros para crear un plan AG, y 3 para promover las solicitudes de EL para 4- Año de colegios a través de UC Talent Search (pagado por UC Merced). - *This action has helped improve the quality of the CTE program where 45% of students are completing CTE pathways. Conversely, on the ESE Student Climate Survey (MS-HS) 23.7% of students (22-23) said that, There is a teacher or some other adult at school who really cares about me.*
- 02.12: Dotar de personal a un asistente de salud de tiempo completo para las clases de educación especial y para la asistencia de salud en todo el campus. - *The same health aid has been here for multiple years, so she has provided consistency. Special ed performance has been steadily improving. See explanation for action 02.01.*
- 02.13: Iniciar un memorando de entendimiento con PESD para proporcionar el servicio de un psicólogo conductual para ayudar con el refinamiento y la implementación del sistema de intervención escalonada de MTSS. - *As students move in and out of tier 3, we communicate with the psychologist so she can reach out to the families to schedule her services.*
- 02.15: Continuar modificando y ampliando los apoyos del sistema de intervención por niveles del MTSS para todos los estudiantes que necesitan intervención conductual. Los apoyos conductuales incluirán PBIS, anti-bullying y otras intervenciones apropiadas. - *We are still identifying and finding ways to make the process more effective. The problematic student behaviors reported on the ESE Student Climate Survey rose slightly from a low base of 8.4% to 9.4%,*
- 02.16: Continuar modificando y ampliando los apoyos del sistema de intervención escalonado del MTSS para todos los estudiantes que necesitan intervención socioemocional. Los apoyos socioemocionales incluirán una variedad de estrategias e intervenciones. - *We have SEL services for students, but need to expand to community members. The statement "During the past 12 months, did you ever feel so sad or hopeless almost every day for two weeks or more" went from 25.0% (21-22) yes to 21.3% (22-23) yes.*
- 02.17: - *This position provided many services and extra tests for students and the community when they needed them.*

- 02.18: - *Once done, we will have more space for wellness and services for students and staff.*

Below is a list of actions that educational partners found were not effectively contributing to achieving the stated goal and improving the metrics listed above during the current year. The action is followed by a brief description of the action's effectiveness in italics.

- 02.14: Proporcionar una herramienta de salud y bienestar en línea para los estudiantes con el fin de aumentar la salud y la asistencia de los estudiantes. - *Students participated in the program.*

The following metrics report outcome data from the 21-22 school year.

4.F - % de exámenes AP aprobados para el total de estudiantes con tres o más

5.B - % sobre la tasa de ausentismo crónico (Tablero de CA, Estado)

Este meta se mantuvo sin cambios en el LCAP del próximo año. 2023-24 .

No se agregaron métricas en este objetivo como nuevas o eliminadas en el LCAP del próximo año. Algunas métricas en este objetivo han tenido cambios menores en el idioma para proporcionar más claridad o coherencia en todo el plan. 2023-24 .

Las siguientes son listas de acciones que fueron agregadas, eliminadas, modificadas, eliminadas y combinadas, o completadas en el LCAP del próximo año. Estos cambios fueron el resultado directo de reuniones con grupos de partes interesadas. Algunas acciones en este objetivo han tenido cambios menores en el idioma para proporcionar más claridad o coherencia en todo el plan. 2023-24 .

- 02.04: Proporcione 2 posiciones clasificadas para respaldar los niveles II y III del programa MTSS. (2 FTE @ \$72,014 / FTE) - Modified, to read *02.04: (2 FTE @ \$74,893 / FTE)*

- 02.07: Compre computadoras portátiles / Chromebooks adicionales para garantizar que todos los estudiantes tengan acceso a un dispositivo de aprendizaje y la capacidad de acceder al plan de estudios en línea. - Modified, to read *02.07:*

- 02.13: Iniciar un memorando de entendimiento con PESD para proporcionar el servicio de un psicólogo conductual para ayudar con el refinamiento y la implementación del sistema de intervención escalonada de MTSS. - Modified, to read *02.13:*

- *02.16: Continuar modificando y ampliando los apoyos del sistema de intervención escalonado del MTSS para todos los estudiantes que necesitan intervención socioemocional. Los apoyos socioemocionales incluirán una variedad de estrategias e intervenciones. - Modified, to read 02.16: - This action was modified to reflect more specific regarding what will be done in the action.*

#REF!	
03	Asegurarse de que todos los EL progresen hacia la competencia en ELPAC y en CAASPP ELA y CAASPP Math.

Year 1 Outcome

Métricas / Indicadores	Base	Resultado del año 1	Resultado del año 2	Resultado del año 3	2023-24
1.B.2: Aumentar el % de EL con plan de estudios ELD alineado con los estándares estatales de CA a	100%	100%	100%	100%	100%
2.B: Aumentar el % La implementación de las ELD normas adoptadas por el SBE para todos los ELs a	83%	51%	85%	66%	90%
4.D: Mantener el % de estudiantes EL que progresan hacia el dominio del inglés (CA Dashboard, Status) a	46%	N/D	41.3%	38.0%	50%
4.E: Aumentar el % de estudiantes EL reclasificados (tasa de reclasificación) a	10.7%	0.0%	18.0%	--	12%
4.H: Mantener el % de progreso de los estudiantes de inglés (CA Dashboard, Status) encima	34.7%	N/D	41.3%	38.0%	40%

2022-23

No actions in this goal had substantive differences between the planned action and the actual action.

The following are some of the actions with with successes and challenges. First is a list of actions with successes and after that a list of actions with challenges. The action number is listed with the Action Title and the success or challenge is written in italics.

Successes:
 03.01: Professional Development (ELD) - *The teacher to teacher training provided ELD teachers support on using the new ELD curriculum and program.*
 03.02: Intervention and ELD Teachers - *Teachers took time to place students in appropriate classes based on their ELD levels (from the CELDT).*
 03.03: Additional ELD / English Teacher - *Students have the support and resources to better their English skills.*

Challenges:
 03.01: Professional Development (ELD) - *The challenge was making time for the training and following up.*

Ninguna acción en este objetivo tuvo diferencias significativas entre los gastos presupuestados y los gastos reales:

The following metrics have been selected to show how the district is progressing towards achievement of this goal.

- 1.B.2 - % de EL con plan de estudios ELD alineado con los estándares estatales de CA - (BL - 100% '21-22' - 100% Target - 100%)
- 2.B - % La implementación de las ELD normas adoptadas por el SBE para todos los ELs - (BL - 83% '22-23' - 85% Target - 90%)

Below is a list of actions that educational partners found were contributing to achieving the stated goal and improving the metrics listed above. The action is followed by a brief description of the action's effectiveness in italics.

- 03.01: Proporcionar PD al personal sobre los programas de adquisición del idioma, incluida la capacitación de los maestros de ELD sobre el uso del programa ELD y las evaluaciones. - *The training was effective and helped ELD students expand their knowledge and teachers planning for more effective teaching. The % of ELs making progress towards English Proficiency was 41.3%.*
- 03.02: - *Taking time to place students made a big difference in the way the class is run. The % of ELs making progress towards English Proficiency (CA Dashboard, Status) was 41.3% (21-22).*
- 03.03: - *This action allows for the district to have the teachers and sections to give students the support.*

The following metrics report outcome data from the 21-22 school year.

- 1.B.2 - % de EL con plan de estudios ELD alineado con los estándares estatales de CA
- 4.D - % de estudiantes EL que progresan hacia el dominio del inglés (CA Dashboard, Status)
- 4.E - % de estudiantes EL reclasificados (tasa de reclasificación)
- 4.H - % de progreso de los estudiantes de inglés (CA Dashboard, Status)

The following metrics report outcome data from the 22-23 school year.

- 2.B - % La implementación de las ELD normas adoptadas por el SBE para todos los ELs

Este meta se mantuvo sin cambios en el LCAP del próximo año. 2023-24 .

No se agregaron métricas en este objetivo como nuevas o eliminadas en el LCAP del próximo año. Algunas métricas en este objetivo han tenido cambios menores en el idioma para proporcionar más claridad o coherencia en todo el plan. 2023-24 .

Las siguientes son listas de acciones que fueron agregadas, eliminadas, modificadas, eliminadas y combinadas, o completadas en el LCAP del próximo año. Estos cambios fueron el resultado directo de reuniones con grupos de partes interesadas. Algunas acciones en este objetivo han tenido cambios menores en el

idioma para proporcionar más claridad o coherencia en todo el plan. 2023-24 .

- 03.04: - New Action