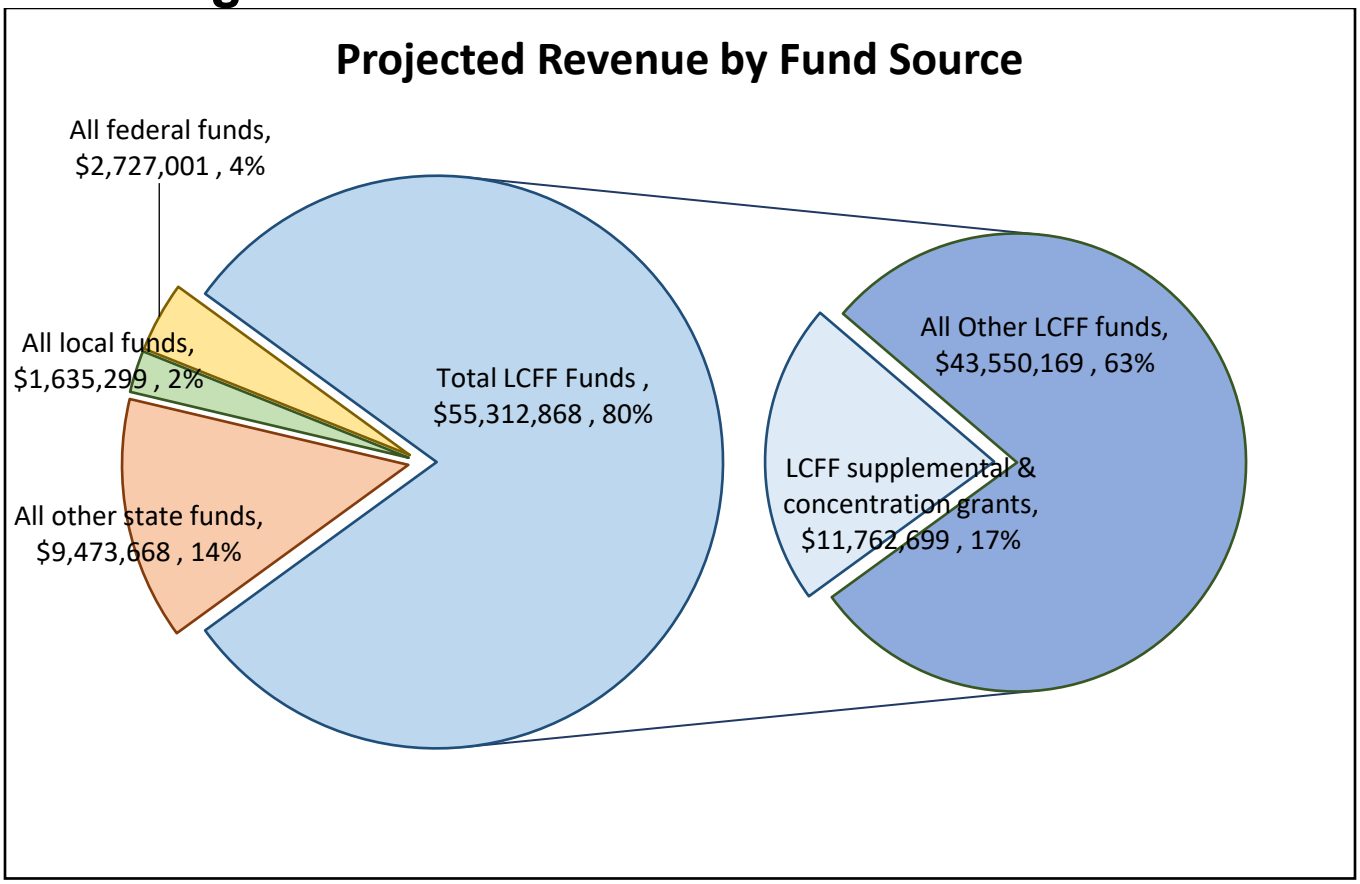
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Central School District
CDS Code: 36676420000000
School Year: 2024-25
LEA contact information:
Dr. Amy Nguyen-Hernandez
Superintendent
anguyen-hernandez@csd.k12.ca.us
(909) 989-8541

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

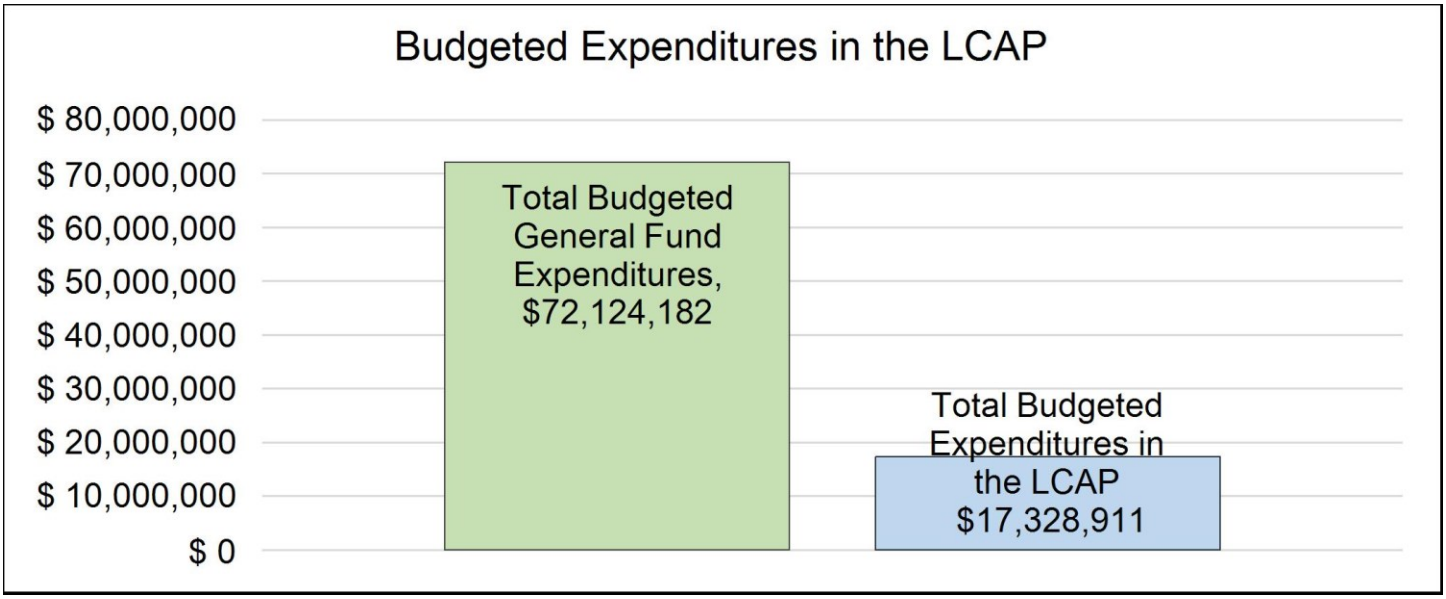


This chart shows the total general purpose revenue Central School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Central School District is $69,148,836, of which $55,312,868 is Local Control Funding Formula (LCFF), $9,473,668 is other state funds, $1,635,299 is local funds, and $2,727,001 is federal funds. Of the $55,312,868 in LCFF Funds, $11,762,699 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 Central 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: Central School District plans to spend $72,124,182 for the 2024-25 school year. Of that amount, $17,328,911 is tied to actions/services in the LCAP and $54,795,271 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

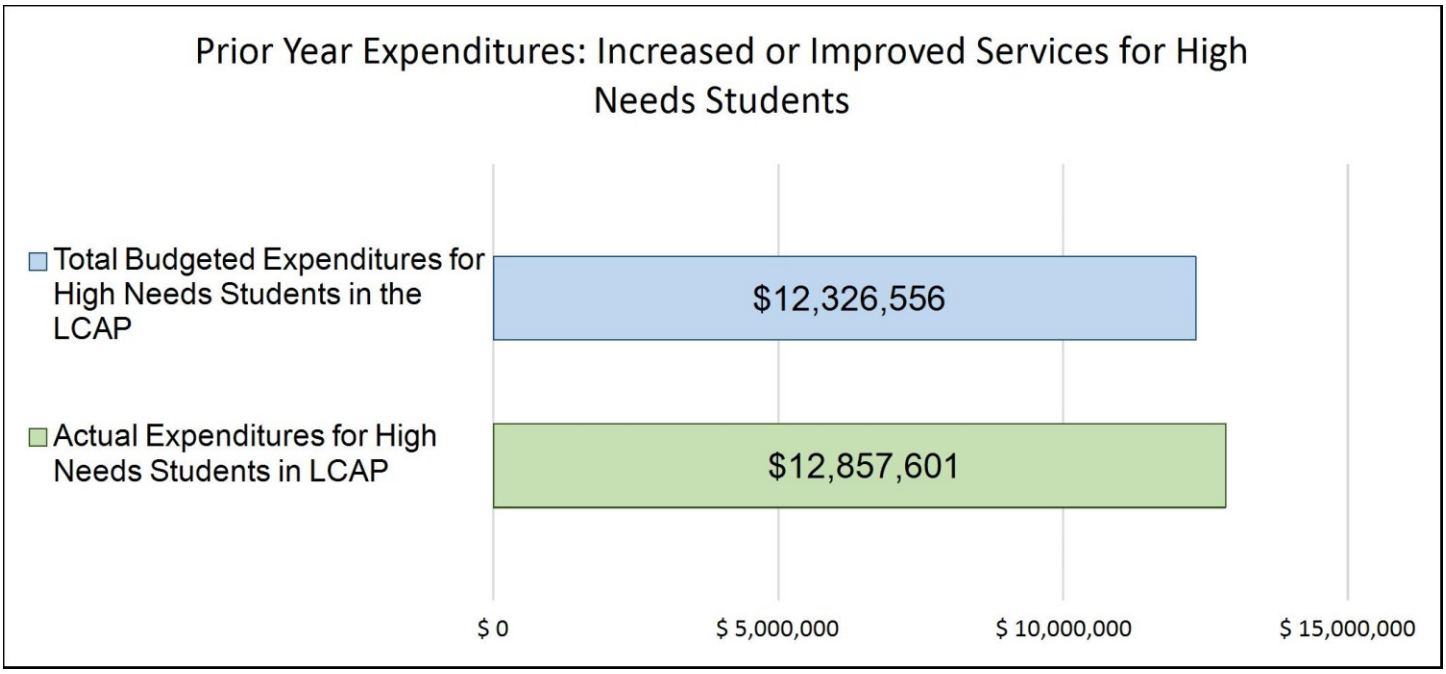
$23.6 million for general education instruction; $14.7 million for Special Education; $5.4 million for pupil support; $4.2 million for custodial and maintenance support; $1.7 million for clerical support; $2.4 million for utilities and insurance; $2.7 for general operational support.

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

In 2024-25, Central School District is projecting it will receive $11,762,699 based on the enrollment of foster youth, English learner, and low-income students. Central School District must describe how it intends to increase or improve services for high needs students in the LCAP. Central School District plans to spend $14,309,397 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 Central 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 Central 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, Central School District's LCAP budgeted $12,326,556 for planned actions to increase or improve services for high needs students. Central School District actually spent $12,857,601 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
Central School District	Dr. Amy Nguyen-Hernandez Superintendent	ANguyen-Hernandez@csd.k12.ca.us (909) 989-8541

Goals and Actions

Goal

Goal #	Description
1	Increase student learning and wellness by providing standards-based instruction, utilizing state standard aligned instructional materials, integrating technology, from highly qualified and appropriately credentialed teachers, within safe and well-maintained facilities.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
State Metric: Rate of teacher misassignment	2021:100% of our teachers are highly qualified with appropriate credentials and appropriately assigned	2022:100% highly qualified, credentialed and assigned	2023:100% highly qualified, credentialed and assigned	2024:100% highly qualified, credentialed and assigned	100% of our teachers are highly qualified with appropriate credentials and appropriately assigned.
Local Metric: Parent Surveys	2021: Survey: 98% of parent respondents 'Strongly Agree/Agree', "My child has access to the instructional materials he/she needs, including textbooks, technology and other resources."	2022: Survey: 98% of parent respondents 'Strongly Agree/Agree', "My child has access to the instructional materials he/she needs, including textbooks, technology and other resources."	2023: Survey: 97% of parent respondents 'Strongly Agree/Agree', "My child has access to the instructional materials he/she needs, including textbooks, technology and other resources."	2024: Survey: 97% of parent respondents 'Strongly Agree/Agree', "My child has access to the instructional materials he/she needs, including textbooks, technology and other resources."	98% of parent respondents Strongly Agree/Agree that, "My child has access to the instructional materials he/she needs, including textbooks, technology and other resources."
State Metric: Facilities in good repair	2022: FIT Report 0 Extreme Deficiencies	2022: FIT Report 0 Extreme Deficiencies	2023: FIT Report 0 Extreme Deficiencies	2024: FIT Report 0 Extreme Deficiencies	FIT Report 0 Extreme Deficiencies
Local Metric: Parent Surveys	2021: Survey: 93% of parent respondents `Strongly	2022: Survey: 93% of parent respondents `Strongly	2023: Survey: 95% of parent respondents `Strongly	2024: Survey: 96% of parent respondents `Strongly	95% of parent respondents `Strongly Agree/Agree that,

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Agree/Agree', “I have confidence in the school staff to meet the needs of my child.”	Agree/Agree', “I have confidence in the school staff to meet the needs of my child.”	Agree/Agree', “I have confidence in the school staff to meet the needs of my child.”	Agree/Agree', “I have confidence in the school staff to meet the needs of my child.”	“I have confidence in the school staff to meet the needs of my child.”
State Metric: California Schools Dashboard ELA and Math CAASPP Distance from Standard • All Students • Low-Income (LI) Students • English Learner (EL) Students • Foster Youth (FY) Students • Special Education (SPED) Students	Due to the suspension of CAASPP due to Covid-19, most recent data on the 2019 California Schools Dashboard is: All - ELA: 13.8 points above All - Math: 18.6 points above LI - ELA: 1.2 points below LI - Math: 33.4 points below EL - ELA: 14.3 points below EL - Math: 34.6 points below FY - ELA: 52.9 points below FY - Math: 84.3 points below SPED - ELA: 61.7 points below	2021 CAASPP not administered due to state's suspension 2021 Local Metrics of STAR (used in place of 2021 CAASPP due to local flexibility offered): All Students All - ELA: 53.16% met/exceed All - Math: 56.4% met/exceed LI - ELA: 47.3% met/exceed LI - Math: 50.5% met/exceed EL - ELA: 43.33% met/exceed EL - Math: 58.16% met/exceed FY - ELA: 83.5% met/exceed FY - Math: 23% met/exceed	2022 CA Schools Dashboard 'status only' All - ELA: Medium, 3.1 points above standard All - Math: Low, 41.1 points below standard LI - ELA: Low, 7.5 points below standard LI - Math: Low, 52.4 points below standard EL - ELA: Low, 13.7 points below standard EL - Math: Low, 50. points below standard FY - ELA: Low, 33.9 points below standard FY - Math: Very Low, 104.4 points below standard SPED - ELA: Very Low, 80.7 points below standard	2023 CA Schools Dashboard All - ELA: 3.6 points above standard All - Math: -37.7 points below standard LI - ELA: -8.3 points below standard LI - Math: -49.3 points below standard EL - ELA: -21.3 points below standard EL - Math: -51.1 points below standard FY - ELA -71.4 points below standard FY - Math: -120 points below standard SPED - ELA: -77.6 points below standard SPED - Math: -110.3 points below standard	All - ELA: 20 points above All - Math: 25 points above LI - ELA: 10 points above LI - Math: 10 points above EL - ELA: 10 points above EL - Math: 10 points above FY - ELA: 10 points below FY - Math: 5 points above SPED - ELA: 5 points above SPED - Math: 5 points above

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	SPED - Math: 93.3 points below	SPED - ELA: 14% met/exceed SPED - Math: 19% met/exceed	SPED - Math: Very Low, 119.3 points below standard		

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.

In implementing Goal 1, which aims to provide students instruction in facilities that are well maintained, taught by highly qualified teachers, supplied by adopted materials and technology support. The following actions were implemented effective in achieving the goal.

1.Coaching: Actions 1 and 2, involving teacher coaching and clearing preliminary credential requirements, were implemented as planned with no substantive differences. The district added a new position of Teacher-on-Assignment Coach to the 2023-24 LCAP in action 2, based on education partner feedback on the need to increase student engagement strategies in tier I instruction. This year is the first year of this position progress is being made by the increased number of teachers being coached as well as the results of walkthrough data which supports increased use of Kagan engagement strategies. The Induction Coordinator and Reflective Coaches supported new teachers in clearing their preliminary credentials to ensure the district helps recruit and retain highly qualified teachers. By retaining skilled teachers, the district ensured unduplicated students had consistent, high-quality instruction and stable learning environments, crucial for academic success and their overall well-being. This initiative was adjusted to primarily support unduplicated students, as the district is not mandated to provide an induction program for new teachers. It was successful due to the input of our teachers in helping to stay with our district from one year to the next. Instead, the focus was on retaining teachers to ensure consistent support for unduplicated students, this change took effect based on input from administrators, the certificated bargaining unit, DELAC, and DAC.

2. Access to instructional materials and well-maintained facilities: Actions 3, and 5 related to maintaining safe and sanitary campuses, and providing all students access to board adopted instructional materials in grades Tk-8, across all content areas. These were implemented as planned. The Williams Sufficiency report presented to the board of trustees maintains this requirement was met. The rate of 0% extreme deficiencies and parent surveys indicate our district is successful in maintaining our campuses safe and clean.

3.Online curriculum and technology support: Actions 4, and 6 related to ensuring our curriculum was completed and supports digitally and ensures students have increased support to technology integration during instruction. Actions 4 and 6 ensured that students received

increased supports for technology integration during instruction and that parents could access support for digital curricula. Digital curricula were provided to expand learning opportunities during after-school programs and at home. These actions were principally designed to benefit unduplicated students, based on input from DAC, DELAC, classified staff, and administrators

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

Action 1 has been revised from a non-contributing to a contributing action based on input from our educational partners identified above. There was no material change in planned or estimated actual expenditures. In Action 1.3, there was a change; additional reading instructional materials were acquired for teachers, reflecting their suggestions. Actions 4 and 6 have been revised from non-contributing to contributing actions based on input from our educational partners identified above. There is no change in planned or estimated actual expenditures.

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

Over the three-year LCAP (Local Control and Accountability Plan) cycle, the effectiveness of the specific actions towards achieving Goal 1, which focuses on providing a high-quality, structured, and safe learning environment, varied across different actions.

1. Induction Coordinator and coaches (Action 1): This action showed significant effectiveness as demonstrated by a 0% misassignment rate over the last three years. Teachers provided feedback during educational partner engagement opportunities that they appreciate the district offers a program to clear their preliminary credential. This is a feature that contributes to the district's ability to retain and recruit teaching staff. Feedback from new teachers at the end-of-year colloquium indicated they received overwhelming support from our reflective coaching.

2. Teacher-on-Assignment Coach (Action 2): The district added a new position of Teacher-on-Assignment Coach to the 2023-24 LCAP in action 2, based on education partner feedback on the need to increase student engagement strategies in tier I instruction. This year is the first year of this position progress is being made by the increased number of teachers being coached as well as the results of walkthrough data which supports increased use of Kagan engagement strategies. This year teachers have reported the value of job-embedded coaching on student engagement strategies via mentor meetings and feedback from principals. Our teachers have shared during the input process, coaching and support in implementing engagement strategies has impacted their instructional practices and student engagement.

3. Instructional materials and facilities maintenance (Actions 3, and 5): The implementation of these actions was effective and consistent with the was expected outcomes, with parents reporting over the last three years, over 90% feel their child has access to instructional materials. Ensuring all students access board adopted instructional materials and received instruction in well maintained and safe campuses. This directly contributes to a conducive learning environment, which is a fundamental aspect of Goal 1. Action 5 was effective as 0% Extreme Deficiency was met over the last three years.

4. Technology support and curriculum online access (Actions 4, and 6): Technology support and curriculum online access (Actions 4, and 6): Regarding action 4, It is imperative according to our educational partners that our students participate in a learning environment that integrates technology in the classroom for the purpose of increasing 21st Century learning skills, college and career preparedness as measured by the positive outcome of parent survey results. However, action 6 was originally stipulated to ensure online curriculum access was available. Over the last several years, the district has adopted recent programs and moved to ensure students have access to digital materials, due to online learning during Covid. Hence, action 6 will be removed in the subsequent LCAP. Action 4 will be moved to Goal 3, Action 3, where Technology Engagement includes staffing (Technology Site Techs) to principally support unduplicated students with technology needs in the classroom and during after-school programs.

In summary, most actions under Goal 1 were effectively implemented, resulting in substantial progress in key areas like ELA assessment participation and support for students with disabilities. However, the limitation in providing in-person academic support across all sites in Action 7 indicates a need for improved resource allocation or alternative strategies to ensure equitable support for all 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.

Changes to Goal 1:

To better align with our strategic goals and accurately measure our progress, both metrics and actions in the 2024-25 LCAP (Local Control and Accountability Plan) are being updated. This change is essential for effectively tracking our performance and making data-driven decisions to improve student outcomes. By refining these metrics and introducing new actions, we aim to be more purposeful in our work, ensuring it closely aligns with our strategic objectives. This approach will provide clearer insights into our achievements and help identify areas for improvement.

Changes to Metrics

- Parent Survey - this metric was moved to Goal 2 and Goal 3, however the question used in the survey has been modified for each new metric. In Goal 2, the question revised was the percent of families that feel school encourages family engagement and in Goal 3, the question revised was percent agree/strongly agree on technology application.
- Parent Survey - the question 'I have confidence in the school staff to meet the needs of my child' was removed as it was too subjective according to our district administrators.
- ELA CA School Dashboard - this metric is in Goal 1.

Changes to Actions

- Induction Coordinator and coaches (Action 1): Induction Coordinator and coaches (Action 1): The action will remain the same but will be reclassified under Goal 3, Action 1, to reflect its new status as a maintenance goal. This change is in response to educator feedback highlighting the importance of staff continuity and retention for enhancing student learning and school culture. Additionally, the function has been modified to assist unduplicated students, as the district is not mandated to provide an induction program for new teachers seeking to clear their credentials. Instead, the focus is on retaining teachers to ensure consistent support for our unduplicated students.
- Teacher-on-Assignment Coach (Action 2): While the action itself remains unchanged, there will be a shift to move 50% of this position under Goal 1, Action 6 and the other 50% to Goal 2, Action 3 to support PBIS (Positive Behavioral Interventions and Supports) strategies. This change aims to provide a cohesive set of actions which supports a Multi-Tiered System of Support in academic achievement for all students.
- Instructional materials and facilities maintenance (Actions 3, and 5): As measured by the Williams Sufficiency board report, all students in 2023-24 had access to board adopted instructional materials and received instruction in well maintained and safe campuses which contributes to creating a conducive learning environment, however this is not considered contributing and thus will be deleted from the next three-year LCAP.
- Technology support and curriculum online access (Actions 4, and 6): Regarding action 4, It is imperative according to our educational partners that our students participate in a learning environment that integrates technology in the classroom for the purpose of increasing 21st Century learning skills, college and career preparedness as measured by the positive outcome of parent survey results. However, action 6 was originally stipulated to ensure online curriculum access was available. Over the last several years, the district has adopted recent programs and moved to ensure students have access to digital materials, due to online learning during Covid. Hence, action 6 will be removed in the subsequent LCAP. Action 4 will be moved to Goal 3, where Technology Engagement includes staffing (Technology Site Techs principally support unduplicated students with technology needs in the classroom and during after-school programs).
- Educational Services Technician (Action 7): Action 7 was not implemented as planned based upon educator feedback where existing staffing supports technology integration and supports families of our unduplicated students to assist them with district issued devices, logon password helps and student technology support. This action was deleted for the 2023-24 LCAP.

Overall, these changes will be reflected in the 2024-25 LCAP and the district will continue with their implementation.

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	Increase instructional staff capacity to implement state content standards and 21st Century Skills through ongoing professional development, instructional support and collaborative planning time for all teachers.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Local Metric: Professional Development Survey	2019-62% of teachers Strongly/Agree that “As a result of attending the Staff Development Day, I feel better prepared to create and teach standards-aligned lessons	2022-90% of teachers Strongly/Agree that “As a result of attending the Staff Development Day, I feel better prepared to create and teach standards-aligned lessons	2023 - 90% of staff report Strongly Agree/Agree "I receive support and guidance in order to be successful in my job."	2023 - 93% of staff report Strongly Agree/Agree "I receive support and guidance in order to be successful in my job."	90% or above of teachers Strongly/Agree that “As a result of attending the Staff Development Day, I feel better prepared to create and teach standards-aligned lessons
State Metric: California Schools Dashboard ELA and Math CAASPP - Distance from Standard • All Students • Low-Income (LI) Students • English Learner (EL) Students	Baseline to be established from the 2022 California Schools Dashboard Due to the suspension of CAASPP due to Covid-19, most recent data on the 2019 California Schools Dashboard is: All - ELA: 13.8 points above	2021 CAASPP not administered due to state's suspension 2021 Local Metrics of STAR (used in place of 2021 CAASPP due to local flexibility offered): All Students All - ELA: 53.16% met/exceed All - Math: 56.4% met/exceed	2022 CA Schools Dashboard 'status only' All - ELA: Medium, 3.1 points above standard All - Math: Low, 41.1 points below standard LI - ELA: Low, 7.5 points below standard LI - Math: Low, 52.4 points below standard	2023 CA Schools Dashboard All - ELA: 3.6 points above standard All - Math: -37.7 points below standard LI - ELA: -8.3 points below standard LI - Math: -49.3 points below standard	All - ELA: 20 points above All - Math: 25 points above LI - ELA: 10 points above LI - Math: 10 points above EL - ELA: 10 points above EL - Math: 10 points above

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
• Foster Youth (FY) Students • Special Education (SPED) Students	All - Math: 18.6 points above LI - ELA: 1.2 points below LI - Math: 33.4 points below EL - ELA: 14.3 points below EL - Math: 34.6 points below FY - ELA: 52.9 points below FY - Math: 84.3 points below SPED - ELA: 61.7 points below	LI - ELA: 47.3% met/exceed LI - Math: 50.5% met/exceed EL - ELA: 43.33% met/exceed EL - Math: 58.16% met/exceed FY - ELA: 83.5% met/exceed FY - Math: 23% met/exceed SPED - ELA: 14% met/exceed SPED - Math: 19% met/exceed	EL - ELA: Low, 13.7 points below standard EL - Math: Low, 50. points below standard FY - ELA: Low, 33.9 points below standard FY - Math: Very Low, 104.4 points below standard SPED - ELA: Very Low, 80.7 points below standard SPED - Math: Very Low, 119.3 points below standard	EL - ELA: -21.3 points below standard EL - Math: -51.1 points below standard FY - ELA -71.4 points below standard FY - Math: -120 points below standard SPED - ELA: -77.6 points below standard SPED - Math: -110.3 points below standard	FY - ELA: 10 points below FY - Math: 5 points above SPED - ELA: 5 points above SPED - Math: 5 points above
State Metric: English Learner Progress on on California Dashboard	2019 - 61.4% making progress towards English Language Proficiency based on California dashboard.	2021 ELPI 69.32% are making progress on English Proficiency	2022 ELPI 59.8% are making progress on English Proficiency	2023 ELPI 52.5% are making progress on English Proficiency	72% making progress towards English Language Proficiency based on California dashboard.

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.

In implementing Goal 2, which aims to provide teachers and staff professional development, the following actions were effectively implemented to achieve the goal:

New Teacher Professional Development: Action 2.1: New Teacher Professional Development: Action 2.1: This action proceeded as planned with no substantive differences. The district utilized teacher feedback and conducted weekly administrative walkthroughs, revealing increased application of strategies by teachers in the classroom. Added: This action was determined to principally benefit unduplicated students, as informed by DAC, DELAC, CTO, teachers, and administrators.

Professional Development: Actions 2.2, 2.3, 2.4, 2.6, 2.7, 2.8: These actions were executed as intended, without significant deviations. The district employed various methods to ensure continuous professional learning, including providing direct professional development, building the capacity of site administrators to support teachers with strategies impacting English learners during staff meetings and workshops using the Ellevation Strategies professional development resource portal. Additionally, support for elementary teacher coaching was facilitated through dedicated professional development at monthly Intervention Coordinator meetings, while middle school teachers benefited from dedicated weekly Teacher-on-Assignment coaching and support days. Moreover, coaching on the implementation of student engagement strategies was continued through sessions provided by Teacher on Special Assignment (TOSAs).

Professional Learning Communities: Action 2.5: This action unfolded as planned with no substantive differences. The district ensured the implementation of weekly PLC (Professional Learning Community) cycles at all school sites, as evidenced by periodic attendance at PLC meetings. The sustained implementation of this action is supported through monthly professional development, coaching, and support provided by district educational services staff to administrators and Intervention Coordinators.

Reading Instruction Professional Development: Action 2.9: This action was executed as intended with no substantive differences. The district utilized training and instructional materials from the Institute for Multisensory Education (IMSE) Science of Reading to prepare all Kindergarten, First Grade, Second Grade, RSP, and SDC teachers to implement this instructional approach for teaching reading during the 2023-24 school year. Implementation proceeded as planned based on positive input from teachers, administrators, parents, and the certificated local bargaining unit.

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

Action 1 has been revised from a non-contributing to a contributing action based on input from our educational partners identified above. There is no change in planned or estimated actual expenditures. The district's financial planning and execution closely aligned. Action 2, one-time money was used to make purchases as opposed to what was initially planned in the LCAP.

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

Over the three-year LCAP (Local Control and Accountability Plan) cycle, the effectiveness of specific actions aimed at achieving Goal 2, which focuses on providing high-quality professional development for staff, has been evaluated.

A. Overall, the CAASPP (California Assessment of Student Performance and Progress) metrics in goal 2 show the ALL-student group saw an improvement of 0.5 points above the standard in ELA from 2022 to 2023, indicating a positive direction in language arts performance. In math, there was a notable increase of 3.4 points from 2022 to 2023 for the ALL-student group, reflecting substantive progress. We acknowledge the impact of COVID since the 2019 Dashboard where ELA was 13.8 points above standard and math was 18.6 points above standard, our efforts and trajectory are moving in the right direction.

B. Low Income Student Data: In ELA, the Low-Income student group-maintained performance by decreasing by 0.8 points below the standard from 2022 to 2023. Conversely, there was an increase in math proficiency for this group, with a rise of 3.1 points from 2022 to 2023, indicating progress towards meeting the standard. in 2019, this data reflected 1.2 points below standard and 33.4 below standard in math, indicating we are moving in the right direction.

C. While the English learner student group experienced a decrease of 7.6 points below the standard in ELA from 2022 to 2023, there was notable progress within the EL Only subgroup. Specifically, EL Only ELA results improved from being 72.6 points below the standard in 2022 to 59.5 points below the standard in 2023, marking a growth of 13.1 points towards meeting the standard. Additionally, there was an increase in math proficiency for the English learner student group, with a rise of 3.1 points from 2022 to 2023, indicating progress towards meeting the standard. We acknowledge the impact of COVID since the 2019 Dashboard where our attendance was higher, our efforts and trajectory are moving in the right direction.

D. Overall, despite encountering challenges, several student groups maintained or improved their results. However, Foster Youth (FY) students did not exhibit the same progress. Nevertheless, we remain committed to providing dedicated academic support to this target group. In 2023, FY students scored -71.4 points below the standard in ELA and -120 points below the standard in Math. This contrasts with 2022, where FY students scored -33.9 points below the standard in ELA and -104.4 points below the standard in Math. We acknowledge the impact of COVID since the 2019 Dashboard on FY students where ELA was 52.9 points below standard and math was 84.3 points below standard, our efforts are moving in the right direction.

E. The SPED student group demonstrated growth in both ELA and math proficiency from 2022 to 2023. Specifically, there was an increase of 3.1 points in ELA, indicating progress towards meeting standards. Additionally, there was a notable increase of 9 points in math proficiency for the SPED student group during the same period, reflecting considerable progress towards meeting the standard. We acknowledge the impact of COVID since the 2019 Dashboard for SPED where ELA was 61.7 points below standard, our efforts and trajectory are moving in the right direction.

F. Our 3rd Grade CAASPP results showed improvement from 2022 to 2023, with an increase of 6%. In 2022, our 3rd graders achieved 46% met or exceeded on the state ELA assessment, compared to 52% in 2023, indicating a significant increase. Similarly, our 3rd graders performed better on the state’s math assessment in 2023, with 48% met or exceeded compared to 44% met or exceeded in 2022, reflecting an overall increase of 4%.

G. While our ELPI (English Learner Progress Indicator) decreased by 7.3% overall, dropping from 59.8% of English learners meeting English proficiency in 2022 to 52.5% in 2023, our disaggregated data reveals encouraging improvements: English learners making progress on

English proficiency increased from 49.7% in 2022 to 51.3% in 2023. The percentage of English learners maintaining proficiency levels 1, 2, and 3 on the state's English language proficiency assessment rose from 28.5% in 2022 to 29.7% in 2023. Particularly noteworthy is the reduction in the percentage of EL students who decreased in their overall level of English proficiency. This figure decreased from 19.6% in 2022 to 17.2% in 2023, indicating our improved efforts in preventing students from declining in their English proficiency levels. We acknowledge the impact of COVID since the 2019 Dashboard where ELPI was 61.4% making progress, our efforts and trajectory are moving in the right direction.

- New Teacher Professional Development (Action 1): New Teacher Professional Development (Action 1): This action has demonstrated significant effectiveness, with a 0% misassignment rate over the last three years. Teachers have expressed appreciation for the district's program to clear their preliminary credentials during the educational partner engagement window. This feature contributes to the district's ability to retain and recruit teaching staff (added) to support our unduplicated students. Furthermore, 100% of teachers participating in year 2 of the induction program completed their preliminary credentials attest to the positive impact this program has on their instructional delivery. This action was effective as measured by the data above in A, B, C, D, E, and positive teacher survey results.

- Teacher Professional Development (Actions 2.2, 2.3, 2.4, 2.6, 2.7, 2.8): These actions, including the addition of a new position of Teacher-on-Assignment Coach, have shown positive results. Teachers participating in coaching have expressed benefit from the opportunity, as indicated by their feedback. Evaluation methods such as site administrator walkthroughs, teacher feedback, and feedback from certificated bargaining units support the effectiveness of these actions. Notably, the percentage of teachers feeling their professional needs are addressed increased from 62% in 2019 to 93% in 2024. This action was effective as measured by the CAASPP data above in A, B, C, D, E, and G.

- Professional Learning Communities (Action 2.5): This action has effectively provided teachers with dedicated time to review student data, plan for differentiation, and share best practices. Positive feedback from teachers and administrators, along with regular monitoring of student learning through assessments, supports the effectiveness of PLCs in improving student outcomes. This action was effective as measured by the CAASPP data above in A, B, C, D, and E.

- Reading Instruction Professional Development (Action 2.9): This action has also been effective, with improvements in literacy performance on assessments and demonstrated progress in reading instruction based on the Science of Reading. The overall increase of 23% on DIBLES in meeting and exceeding proficiency indicates positive outcomes. This action was effective as measured by the CAASPP data above in F and positive results of cabinet and administrator classroom walkthroughs.

- Overall, the district's efforts towards providing high-quality professional development for staff have been successful, as evidenced by positive feedback and improvements in student outcomes. Continuing and refining these actions could further enhance professional development and student achievement in the future.

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.

Changes to Goal 2:

The supplemental/concentration actions in Goal 2 transferred to the new three-year LCAP (Local Control and Accountability Plan). Part of Goal 2 was moved to the new Goal 1

Changes to Metrics

- Staff Development Survey - This metric was deemed subjective and removed as recommended by the teacher leader educational partner group.
- Math CA School Dashboard - This metric was moved to Goal 1.
- ELPI Metric - This metric was moved to Goal 1.

Changes to Actions

New Teacher Professional Development: New Teacher Professional Development: Action 2.1 was included in Goal 1, Action 1, as professional development for new teachers is planned in the district's professional development calendar. -New teacher professional development assumes that close supervision, observation, coaching, and support from an experienced teacher can be helpful to new teachers (Moir, 2004) and will continue to be principally directed to unduplicated students.

- Professional Development: Actions 2.2, 2.4, 2.6, 2.7: The district employed various methods to ensure continuous professional learning, including providing direct professional development, building the capacity of site administrators to support teachers with strategies impacting unduplicated students. Professional development includes all support designed to increase the pedagogy of content instruction, differentiated learning, early literacy and math foundations, content literacy, and planning for instruction. These discrete actions were moved into Goal 1, Action 1.

- Professional Development for ELs: Action 2.3 was moved to Goal 1, Action 3, dedicated to EL and LTELs (Long Term English Learners).

- Professional Learning Communities: Action 2.5 was moved to Goal 1, Action 2

- Reading Instruction Professional Development: Action 2.9: This action was moved to Goal 1, Action 1.

Overall, these changes will be implemented in the 2024-25 LCAP.

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	Build parent and family capacity and engagement in district budget and planning, student academic and social-emotional development, school and district programs.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Local Metric: Parent surveys	2021- 92% of parent respondents report that they, “are provided multiple opportunities to be involved in their child’s educational experience.”	2022 - 82% of parent respondents report that they, “are provided multiple opportunities to be involved in their child’s educational experience.”	2023 - 93% of parent respondents report that they, “are provided multiple opportunities to be involved in their child’s educational experience.”	2024 - 95% of parent respondents report that they, “are provided multiple opportunities to be involved in their child’s educational experience.”	90% of parent respondents report that they, “are provided multiple opportunities to be involved in their child’s educational experience.”
Local Metric: Parent surveys	2021 - 91% of parent respondents report that "parent input is welcomed and respected at Central Schools."	2022 - 89% of parent respondents report that "parent input is welcomed and respected at Central Schools."	2023 - 92% of parent respondents report that "parent input is welcomed and respected at Central Schools."	2024 - 94% of parent respondents report that "parent input is welcomed and respected at Central Schools."	94% of parent respondents report that "parent input is welcomed and respected at Central Schools."
California School Dashboard - Parent and Family Engagement Local Indicator	Revised for 22-23 2020: California Schools Dashboard not reported due to Covid-19. 2019: Met	2021: Met	2022: Met	2023: Met	Met

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
State Metric: California Schools Dashboard ELA and Math CAASPP Distance from Standard • All Students • Low-Income (LI) Students • English Learner (EL) Students • Foster Youth (FY) Students • Special Education (SPED) Students	Baseline to be established from the 2019 California Schools Dashboard Due to the suspension of CAASPP due to Covid-19, most recent data on the 2019 California Schools Dashboard is: All - ELA: 13.8 points above All - Math: 18.6 points above LI - ELA: 1.2 points below LI - Math: 33.4 points below EL - ELA: 14.3 points below EL - Math: 34.6 points below FY - ELA: 52.9 points below FY - Math: 84.3 points below SPED - ELA: 61.7 points below	2021 CAASPP not administered due to state's suspension 2021 Local Metrics of STAR (used in place of 2021 CAASPP due to local flexibility offered): All Students All - ELA: 53.16% met/exceed All - Math: 56.4% met/exceed LI - ELA: 47.3% met/exceed LI - Math: 50.5% met/exceed EL - ELA: 43.33% met/exceed EL - Math: 58.16% met/exceed FY - ELA: 83.5% met/exceed FY - Math: 23% met/exceed SPED - ELA: 14% met/exceed SPED - Math: 19% met/exceed	2022 CA Schools Dashboard 'status only' All - ELA: Medium, 3.1 points above standard All - Math: Low, 41.1 points below standard LI - ELA: Low, 7.5 points below standard LI - Math: Low, 52.4 points below standard EL - ELA: Low, 13.7 points below standard EL - Math: Low, 50. points below standard FY - ELA: Low, 33.9 points below standard FY - Math: Very Low, 104.4 points below standard SPED - ELA: Very Low, 80.7 points below standard SPED - Math: Very Low, 119.3 points below standard	2023 CA Schools Dashboard All - ELA: 3.6 points above standard All - Math: -37.7 points below standard LI - ELA: -8.3 points below standard LI - Math: -49.3 points below standard EL - ELA: -21.3 points below standard EL - Math: -51.1 points below standard FY - ELA -71.4 points below standard FY - Math: -120 points below standard SPED - ELA: -77.6 points below standard SPED - Math: -110.3 points below standard	2023 CA Schools Dashboard All - ELA: 20 points above All - Math: 25 points above LI - ELA: 10 points above LI - Math: 10 points above EL - ELA: 10 points above EL - Math: 10 points above FY - ELA: 10 points below FY - Math: 5 points above SPED - ELA: 5 points above SPED - Math: 5 points above

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	SPED - Math: 93.3 points below				

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.

In implementing Goal 3, which aims to provide parents and community members the opportunity to engage in their child's learning and participate in shared decision making.

1. Parent Engagement Opportunities: Actions 3.1, 3.2, 3.3, 3.4, 3.5 were implemented as planned with no substantive differences. The district utilized family feedback each month as part of the Superintendent's monthly family survey which demonstrated positive feedback on the workshops, engagement opportunities and ongoing input they provide which results in confidence our district is making measurable impact on their child's school experience. Positive feedback from families was also provided at DAC and DELAC meetings where parents reported they have had more opportunities for parent engagement since 2019. This year, for example, parents participated in monthly districtwide workshops and were recognized at the April 11, 2024, Board Meeting for achieving tiered participation levels by taking workshops offered through the Central School District PGA (Parent Guardian Academy).

2. Educational Services Family Outreach: Action 3.6 was implemented as planned with no substantive differences. The impact of this support is positive as reported by the feedback from our DELAC members, teachers, administrators, district staff, and classified staff.

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

The district's financial planning and execution closely aligned. The budget was a reliable predictor of actual expenses, indicating effective financial management and programmatic implementation.

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

Over the three-year LCAP (Local Control and Accountability Plan) cycle, the effectiveness of specific actions aimed at achieving Goal 3, which focuses on providing family engagement, has been evaluated.

A. Overall, the CAASPP (California Assessment of Student Performance and Progress) metrics in goal 2 show the ALL-student group saw an improvement of 0.5 points above the standard in ELA from 2022 to 2023, indicating a positive direction in language arts performance. In math, there was a notable increase of 3.4 points from 2022 to 2023 for the ALL-student group, reflecting substantive progress. We acknowledge the impact of COVID since the 2019 Dashboard where ELA was 13.8 points above standard and math was 18.6 points above standard, our efforts and trajectory are moving in the right direction.

B. Low Income Student Data: In ELA, the Low-Income student group-maintained performance by decreasing by 0.8 points below the standard from 2022 to 2023. Conversely, there was an increase in math proficiency for this group, with a rise of 3.1 points from 2022 to 2023, indicating progress towards meeting the standard. in 2019, this data reflected 1.2 points below standard and 33.4 below standard in math, indicating we are moving in the right direction.

C. While our ELPI (English Learner Progress Indicator) decreased by 7.3% overall, dropping from 59.8% of English learners meeting English proficiency in 2022 to 52.5% in 2023, our disaggregated data reveals encouraging improvements: English learners making progress on English proficiency increased from 49.7% in 2022 to 51.3% in 2023. The percentage of English learners maintaining proficiency levels 1, 2, and 3 on the state's English language proficiency assessment rose from 28.5% in 2022 to 29.7% in 2023. Particularly noteworthy is the reduction in the percentage of EL students who decreased in their overall level of English proficiency. This figure decreased from 19.6% in 2022 to 17.2% in 2023, indicating our improved efforts in preventing students from declining in their English proficiency levels. We acknowledge the impact of COVID since the 2019 Dashboard where ELPI was 61.4% making progress, our efforts and trajectory are moving in the right direction.

D. Overall, despite encountering challenges, several student groups maintained or improved their results. However, Foster Youth (FY) students did not exhibit the same progress. Nevertheless, we remain committed to providing dedicated academic support to this target group. In 2023, FY students scored -71.4 points below the standard in ELA and -120 points below the standard in Math. This contrasts with 2022, where FY students scored -33.9 points below the standard in ELA and -104.4 points below the standard in Math. We acknowledge the impact of COVID since the 2019 Dashboard on FY students where ELA was 52.9 points below standard and math was 84.3 points below standard, our efforts are moving in the right direction.

E. The SPED student group demonstrated growth in both ELA and math proficiency from 2022 to 2023. Specifically, there was an increase of 3.1 points in ELA, indicating progress towards meeting standards. Additionally, there was a notable increase of 9 points in math proficiency for the SPED student group during the same period, reflecting considerable progress towards meeting the standard. We acknowledge the impact of COVID since the 2019 Dashboard for SPED where ELA was 61.7 points below standard, our efforts and trajectory are moving in the right direction.

F. Parent Survey started in 2021 at 92% of parents reported they are provided multiple opportunities to be involved in their child's education and ending in 2024 95% of parents reporting they are provided multiple opportunities to be involved in their child's education. It demonstrates

we have achieved this initial outcome, yet now parents, families, teachers, administrators, and classified staff feel it is time to reach beyond what is required and deepen how we engage families.

G. Parent Survey started in 2021 at 91% of parents reported input is welcomed and respected and in 2024 it increased to 94%. Parents, families, teachers, administrators, and classified staff feel it is time to reach beyond what is required and deepen how we engage families to help them learn how to support their child. This has stayed consistent since 2019.

H. Local Indicator - Parent and Family Engagement: Since 2019 this indicator has been presented to the board declared 'met'.

- Parent Engagement Opportunities: Actions 3.1 was implemented and according to F, G and H it was effective. In addition, teachers, parents, classified staff, administrators, CSEA and district administrators gave input that the Parent Coordinator Involvement position at each site is effective in helping families at the site make positive home-school connections and remove barriers to chronic absenteeism.

- Action 3.2 has been implemented and found to be effective based on the input from DELAC, DAC, site administrators, and teachers.
- Actions 3.3, 3.4, and 3.5 were carried out as intended; however, they were initially mandated by the state and are no longer necessary. Consequently, these actions will be removed. Nonetheless, the student groups affected by these actions will continue to receive support through Family Engagement action 1 under Goal 2.
- Educational Services Family Outreach: Action 3.6 was implemented as planned with no substantive differences. The impact of this support is positive as reported by the feedback from our DELAC members, teachers, administrators, district staff, and classified staff.

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.

Changes to Goal 3 as written above will be moved into Action 1 under Goal 2.

Changes to Metrics:

- ELA and math CA Schools Dashboard - This metric was moved to Goal 1 in the new LCAP (Local Control and Accountability Plan).

Parent Survey asking if they are provided multiple opportunities to be involved in their child's education will be deleted due to the subjectivity educational partners expressed during the development process. Parents, families, teachers, administrators, and classified staff feel the impact of this question is limited.

- Parent Survey asking if their input is welcomed and respected was removed in the subsequent LCAP. Parents, families, teachers, administrators, and classified staff the question was subjective.
- Local Indicator metric is removed as it is already disclosed on the Ca School Dashboard and administrators felt it was not informative.

Changes to Actions:

- Parent Engagement Opportunities: Actions 3.1 was moved to Goal 2, Action 1.
- Action 3.2 was moved to Goal 1, Action 3 for EL academic workshops and Goal 2, Action 1 for SEL (Social Emotional Learning) support targeted to ELs.
- Actions 3.3, 3.4, and 3.5 were modified and the committee requirement was removed as it no longer applies, it will evolve under Family Engagement Action 1 under Goal 2.
- Educational Services Family Outreach: The impact of this support is effective in meeting the outcome of supporting families as reported by the feedback from our DELAC members, teachers, administrators, district staff, and classified staff and was moved to Goal 2, Action 1.

To better align with our strategic goals and accurately measure our progress, both metrics and actions in the 2024-25 LCAP are being updated. This change is essential for effectively tracking our performance and making data-driven decisions to improve student outcomes. By refining these metrics and introducing new actions, we aim to be more purposeful in our work, ensuring it closely aligns with our strategic objectives. This approach will provide clearer insights into our achievements and help identify areas for improvement.

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	Ensure all students access a multi-tiered system of support, including English learners, to continuously improve upon achievement in state content standards and ensure readiness for high school, college and career.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
State Metric: California Schools Dashboard ELA and Math CAASPP - Distance from Standard All Students Low-Income (LI) Students English Learner (EL) Students Foster Youth (FY) Students Special Education (SPED) Students	Baseline to be established from the 2019 California Schools Dashboard Due to the suspension of CAASPP due to Covid-19, most recent data on the 2019 California Schools Dashboard is: All - ELA: 13.8 points above All - Math: 18.6 points above LI- ELA: 1.2 points below LI- Math: 33.4 points below EL- ELA: 14.3 points below	2021 CAASPP not administered due to state's suspension 2021 Local Metrics of STAR (used in place of 2021 CAASPP due to local flexibility offered): All Students All - ELA: 53.16% met/exceed All - Math: 56.4% met/exceed LI - ELA: 47.3% met/exceed LI - Math: 50.5% met/exceed EL- ELA: 43.33% met/exceed EL- Math: 58.16% met/exceed	2022 CA Schools Dashboard 'status only' All - ELA: Medium, 3.1 points above standard All - Math: Low, 41.1 points below standard LI - ELA: Low, 7.5 points below standard LI - Math: Low, 52.4 points below standard EL - ELA: Low, 13.7 points below standard EL - Math: Low, 50 points below standard FY - ELA: Low, 33.9 points below standard FY - Math: Very Low, 104.4 points below standard	2023 CA Schools Dashboard All - ELA: 3.6 points above standard All - Math: -37.7 points below standard LI - ELA: -8.3 points below standard LI - Math: -49.3 points below standard EL - ELA: -21.3 points below standard EL - Math: -51.1 points below standard FY - ELA -71.4 points below standard FY - Math: -120 points below standard SPED - ELA: -77.6 points below standard	2023 CA Schools Dashboard All - ELA: 20 points above All - Math: 25 points above LI - ELA: 10 points above LI - Math: 10 points above EL - ELA: 10 points above EL - Math: 10 points above FY - ELA: 10 points below FY - Math: 5 points above SPED - ELA: 5 points above

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	EL- Math: 34.6 points below FY - ELA: 52.9 points below FY - Math: 84.3 points below SPED - ELA: 61.7 points below SPED - Math: 93.3 points below	FY - ELA: 83.5% met/exceed FY - Math: 23% met/exceed SPED - ELA: 14% met/exceed SPED - Math: 19% met/exceed	SPED - ELA: Very Low, 80.7 points below standard SPED - Math: Very Low, 119.3 points below standard	SPED - Math: -110.3 points below standard	SPED - Math: 5 points above
State Metric: English Learner Progress on on California Dashboard	2019-61.4% making progress towards English Language Proficiency based on California Dashboard.	2021 California Schools Dashboard did not report on the ELPI due to legislative suspension	2022 ELPI 59.8% are making progress on English Proficiency	2023 ELPI 52.5% are making progress on English Proficiency	65% making progress towards English Language Proficiency based on California dashboard.
State Metric: Percent of ELs that are Reclassified	2019-20 Maintain or exceed a reclassification rate of 10% for EL's.	2021 Reclassification Rate 14.7% - Exceeded	2022 Reclassification Rate 12 (33.9)% - Exceeded	2023 Reclassification Rate 14% - Exceeded	Maintain or exceed a reclassification rate of 10% for EL's.
CAASPP ELA and math Results - 3rd Grade	2019 CAASPP 3rd Grade Results All Students met and exceed ELA - 53.58% Math - 45.46%	2021 Local Metrics of STAR (used in place of 2021 CAASPP due to local flexibility offered): All Students met and exceed ELA - 67.1 Math - 69.5%	2022 CAASPP 3rd Grade Results All Students met or exceeded 2022 – ELA: 46% met or exceeded 2022 - Math: 44% met or exceeded	2023 CAASPP 3rd Grade Results All Students met or exceeded 2023 – ELA 52% met or exceeded 2023 - Math 48% met or exceeded	ELA - 65% Math - 55%

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.

Goal 4, aimed at providing all students access to a multi-tiered system of support for improved academic achievement and readiness for higher education and careers, the implemented actions yielded positive outcomes.

College Awareness efforts (Actions 4.1 and 4.2) proceeded smoothly, fostering successful engagement among students, staff, and parents in various college awareness activities, while ensuring compliance with AVID requirements.

Student Engagement and Tiered Support initiatives (Actions 4.3, 4.5, 4.10, 4.11, 4.12) saw notable success, advancing the implementation of Multi-tiered Systems of Support (MTSS) across all schools. Despite challenges in securing substitutes for professional development, innovative support models were adopted to facilitate the implementation of Orton-Gillingham reading instructional strategies.

Literacy Instruction and Engagement strategies (Actions 4.4 and 4.7) were effectively executed, providing teachers with necessary training, coaching, and support in Orton-Gillingham methods, along with dedicated time for implementing reading strategies. Additionally, Learning Hubs at the library served as valuable resources for students to apply literacy skills.

English Learner Support initiatives (Actions 4.6 and 4.8) were successfully implemented, with para-educators delivering added instructional support aligned with teachers' instruction. Furthermore, paraprofessionals played a crucial role in supporting newcomer students, while supplemental period instruction at the middle school provided vital extra support for English learners preparing for high school.

Lastly, Action 4.9, focusing on smaller class sizes, was executed as planned, ensuring that additional teachers were allocated to support smaller class sizes and limit combination classes at the elementary school level.

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

The district's financial planning and execution closely aligned. Action 4.3, Elementary intervention - onetime money was used to purchase materials rather than what was initially planned. Action 4.11, additional materials were purchased and additional teachers hired and trained, which increased the percentage of student engagement strategies used in the classroom as monitored by walkthroughs.

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

A. Overall, the CAASPP (California Assessment of Student Performance and Progress) metrics in goal 2 show the ALL-student group saw an improvement of 0.5 points above the standard in ELA from 2022 to 2023, indicating a positive direction in language arts performance. In math, there was a notable increase of 3.4 points from 2022 to 2023 for the ALL-student group, reflecting substantive progress. We acknowledge the impact of COVID since the 2019 Dashboard where ELA was 13.8 points above standard and math was 18.6 points above standard, our efforts and trajectory are moving in the right direction.

B. Low Income Student Data: In ELA, the Low-Income student group-maintained performance by decreasing by 0.8 points below the standard from 2022 to 2023. Conversely, there was an increase in math proficiency for this group, with a rise of 3.1 points from 2022 to 2023, indicating progress towards meeting the standard. in 2019, this data reflected 1.2 points below standard and 33.4 below standard in math, indicating we are moving in the right direction

C. While the English learner student group experienced a decrease of 7.6 points below the standard in ELA from 2022 to 2023, there was notable progress within the EL Only subgroup. Specifically, EL Only ELA results improved from being 72.6 points below the standard in 2022 to 59.5 points below the standard in 2023, marking a growth of 13.1 points towards meeting the standard. Additionally, there was an increase in math proficiency for the English learner student group, with a rise of 3.1 points from 2022 to 2023, indicating progress towards meeting the standard. We acknowledge the impact of COVID since the 2019 Dashboard where our attendance was higher, our efforts and trajectory are moving in the right direction.

D. Overall, despite encountering challenges, several student groups maintained or improved their results. However, Foster Youth (FY) students did not exhibit the same progress. Nevertheless, we remain committed to providing dedicated academic support to this target group. In 2023, FY students scored -71.4 points below the standard in ELA and -120 points below the standard in Math. This contrasts with 2022, where FY students scored -33.9 points below the standard in ELA and -104.4 points below the standard in Math. We acknowledge the impact of COVID since the 2019 Dashboard on FY students where ELA was 52.9 points below standard and math was 84.3 points below standard, our efforts are moving in the right direction.

E. The SPED student group demonstrated growth in both ELA and math proficiency from 2022 to 2023. Specifically, there was an increase of 3.1 points in ELA, indicating progress towards meeting standards. Additionally, there was a notable increase of 9 points in math proficiency for the SPED student group during the same period, reflecting considerable progress towards meeting the standard. We acknowledge the impact of COVID since the 2019 Dashboard for SPED where ELA was 61.7 points below standard, our efforts and trajectory are moving in the right direction.

F. Our 3rd Grade CAASPP results showed improvement from 2022 to 2023, with an increase of 6%. In 2022, our 3rd graders achieved 46% met or exceeded on the state ELA assessment, compared to 52% in 2023, indicating a significant increase. Similarly, our 3rd graders performed better on the state’s math assessment in 2023, with 48% met or exceeded compared to 44% met or exceeded in 2022, reflecting an overall increase of 4%.

G. While our ELPI (English Learner Progress Indicator) decreased by 7.3% overall, dropping from 59.8% of English learners meeting English proficiency in 2022 to 52.5% in 2023, our disaggregated data reveals encouraging improvements: English learners making progress on

English proficiency increased from 49.7% in 2022 to 51.3% in 2023. The percentage of English learners maintaining proficiency levels 1, 2, and 3 on the state's English language proficiency assessment rose from 28.5% in 2022 to 29.7% in 2023. Particularly noteworthy is the reduction in the percentage of EL students who decreased in their overall level of English proficiency. This figure decreased from 19.6% in 2022 to 17.2% in 2023, indicating our improved efforts in preventing students from declining in their English proficiency levels. We acknowledge the impact of COVID since the 2019 Dashboard where ELPI was 61.4% making progress, our efforts and trajectory are moving in the right direction.

- College Awareness efforts (Actions 4.1 and 4.2) were effective in making progress towards goal 4. They achieved the desired results of maintaining and enforcing college preparedness and access as measured by A, B, C, D, E, and F above.

- Student Engagement and Tiered Support initiatives (Actions 4.3, 4.5, 4.10, 4.11, 4.12) saw notable success, advancing the implementation of Multi-tiered Systems of Support (MTSS) across all schools. Despite challenges in securing substitutes for professional development, innovative support models were adopted to facilitate the implementation of Orton-Gillingham reading instructional strategies professional development and coaching. Our TOSA (Teachers on Special Assignment) PAR/Mentor teacher supported Kagan instructional strategies by utilizing demonstration lesson segments and coaching cycle with teachers. These actions achieved the desired results of supporting the desired outcome of increasing student engagement and supporting our students as evidenced by the results above under A, B, C, D, E, F and G. Action 4.12 was effective in that as per weekly walkthrough observations at all sites informed teachers were implementing tiered academic intervention and differentiated strategies in the classrooms. Principal feedback meetings helped support teachers with ongoing implementation.

- Literacy Instruction and Engagement strategies (Actions 4.4 and 4.7) were effectively executed, and the results showed they were effective in supporting increased literacy instruction and opportunities for students to expand on the application of reading during the instructional day and after-school as evidenced by the results above under A, B, C, D, E, F and G. -English Learner Support initiatives (Actions 4.6 and 4.8) were successfully implemented to support our English learners as evidenced by C and G above.

- Lastly, Action 4.9, focusing on smaller class sizes, was executed as planned, ensuring that additional teachers were allocated to maintain smaller class sizes and limit combination classes at the elementary school level as evidenced by the results above under A, B, C, D, E, F and G.

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.

Change to Goal 4 - Goal 4 has moved over to Goal 1 as our educational partners, DAC and DELAC would rather see one Goal focused on Academic MTSS (Multi-Tier System of Support) and another Goal focused on SEL/PBIS MTSS

Changes to Metrics

- Removed SPED from metric student groups as it is not a contributing student group
- Removed 3rd Grade CAASPP (California Assessment of Student Performance and Progress) and replaced with 1st and 2nd grade STAR as progress indicators for grades 1 and 2 in ELA and math

Changes to Actions

- College Awareness efforts (Actions 4.1 and 4.2) were moved to Goal 1, Action 4 due to alignment towards MTSS Academic programs that support college and career preparedness.
- Student Engagement and Tiered Support initiatives Actions 4.3, 4.5, 4.10, 4.11, 4.12 were moved to Goal 1, Action 2 as they all support Intervention Support for students, this was in response to engagement input from our Intervention Coordinators and teachers.
- Literacy Instruction and Engagement strategies Actions 4.4 was moved to Goal 1, Action 2 and 4.7 was moved to Goal 1, Action 6 based on the need to continue these initiatives based on our STAR ELA results for 2024 for grades 1 and 2.
- English Learner Support Initiatives Actions 4.6 and 4.8 were moved to Goal 1, Action 3
- Action 4.9 was moved to Goal 1, Action 2 because it allows teachers to implement intervention strategies for our unduplicated students.

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

Goals and Actions

Goal

Goal #	Description
5	Ensure all students access a multi-tiered system of support by implementing strategies, programs and activities to promote daily attendance, school connectedness, social-emotional wellness, within a safe and healthy learning environment.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
State Metric: School attendance rate	2019-All sites maintaining or exceeding an attendance rate of 96%	2020 - 96%	2022-23 - 94%	2023-24 - 94.2%	96% attendance rate will be maintained at all sites.
State Metric: Chronic absenteeism rate	2019-CSD's chronic absenteeism rate is 8.5%	2021 - 6.3%	2022 - 26%	2023 - 22.8%	CSD will maintain a chronic absenteeism rate of less than 5%.
State Metric: Student suspension rate	2019-CSD's suspension rate is 1.6%	2021 - 0%	2022 - 1.5%	2023 - 1.5%	CSD will maintain a suspension rate of less than 10%.
State Metric: Student expulsion rate	2019-CSD's expulsion rate is below 2%	2021 - 0%	2022 - 0%	2023 - 0%	CSD will maintain an expulsion rate of less than 2% .
State Metric: Middle school drop-out rate	2019-CSD maintains a drop-out rate of fewer than 14 students	2021-22 - 17 students	2022-23 - 16 students	2023-24 - 27 Students	CSD will maintain a drop-out rate of fewer than 15 students.
Local Metric: Parent surveys	2021-91% of parent respondents will Strongly Agree/Agree that, “The staff at CSD	2022-90% of parent respondents will Strongly Agree/Agree that, “The staff at CSD	2023-92% of parent respondents will Strongly Agree/Agree that “The staff at CSD	2023-95% of parent respondents will Strongly Agree/Agree that “The staff at CSD	95% of parent respondents will Strongly Agree/Agree that, “The staff at CSD

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	is attentive to the social and emotional needs of students."	is attentive to the social and emotional needs of students."	is attentive to the social and emotional needs of students."	is attentive to the social and emotional needs of students."	is attentive to the social and emotional needs of students."

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.

Goal 5 aims to ensure all students access a multi-tiered system of support by implementing strategies, programs and activities to promote daily attendance, school connectedness, social-emotional wellness, within a safe and healthy learning environment.

- Student Attendance and Family Support: Actions 5.1, 5.4, 5.5, and 5.10 were executed as intended without any substantive differences. The action 5.1 description was written to support unduplicated students but was mistakenly marked as 'not contributing'. It should have been marked as 'contributing'. We are correcting this in the annual update.
- Positive School Climate: Actions 5.2, 5.7, 5.8, and 5.9 have been executed according to plan without any substantive differences.
- Social Emotional and Mental Health Support: Actions 5.3 and 5.6 were implemented as planned with no substantive differences.

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.

No change in planned expenditures or estimated actual expenditures for action 1. Initially, the district's Action 5.3 only included elementary counselors. However, by 2023, the scope expanded to encompass middle school counselors, aligning them with the district's tiered MTSS process. This alignment aims to bolster principal support for low-income and foster youth students by engaging with families on the significance of daily attendance, preparation for high school, and providing school-based Tier II counseling and guidance. Furthermore, Action 5.3 expended additional funding to provide CARE SOLICE mental health services for students.

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

The rate of Chronic Absenteeism dropped from 26% in 2022 to 22.8% in 2023. The suspension rate remained consistent at 1.5 for two consecutive years. Additionally, the school attendance rate improved slightly from 94% in 2022 to 94.4% in 2023.

A. In 2019, every site either maintained or surpassed a 96% attendance rate. During the 2023-24 period, the average attendance rate was 94.2%, suggesting that the district's initiatives in the past two years have enhanced outcomes and are nearing the attendance rates seen before Covid.

B. The chronic absenteeism rate in a certain school district rose from 8.5% in 2019 to 22.8% in 2023 due to the Covid-19 pandemic. However, from 2022 to 2023, there was an improvement from 26% to 22.8%, suggesting that strategies to address attendance issues are beginning to show positive results. Further analysis of these strategies and continued monitoring will be important for sustained improvement.

C. The analysis indicates that the overall suspension rate has been stable over the past three years, with little fluctuation annually. Moreover, it has consistently stayed under the three-year benchmark of 10%.

D. The expulsion rate has consistently been 0% for the past three years, which is below the data outcomes for the same period, signaling success in preventing student expulsions.

E. The dropout rate in middle schools has risen over the past three years, with this year's figure reaching 27 students, up from a baseline of 14 in 2019. This indicates a need for enhanced support for families and students in transition and feeling connectedness to school.

F. The 2023 family survey results show that 95% of parent respondents either strongly agree or agree that "The staff at CSD is attentive to the social and emotional needs of students." This meets the three-year outcome data goal, indicating that the actions launched over the past three years in social-emotional learning and support are positively impacting families and their students.

- Student Attendance and Family Support: Action 5.1 was effective as evidenced by improvement over the last two years and survey results: Metrics A, B and F above
- PBIS (Positive Behavioral Interventions and Supports): Action 5.2 was effective as evidenced by improvement over the last two years and survey results: Merics A, B, C, D and F above.
- SAFE staff and Mental Health: Action 5.3 was effective as evidenced by improvement over the last two years and survey results: Metrics A, B, C, D and F above.
- Health Clerks Staff: Action 5.4 was effective as evidenced by improvement over the last two years and survey results: Metrics A, B, C, D and F above.
- Additional Nurses: Action 5.5 was effective as evidenced by improvement over the last two years and survey results: Metrics A, B, C, D and F above.
- SEL (Social Emotional Learning) Support: Action 5.6 was effective as evidenced by improvement over the last two years and survey results: Metrics A, B, C, D and F above.
- MS Additional Admin: Action 5.7 was effective as evidenced by improvement over the last two years and survey results: Metrics A, B, C, D and F above.
- PBIS: Action 5.8 was effective as evidenced by improvement over the last two years and survey results: Metrics A, B, C, D and F above.

- Mentorship admin and classified staff: Action 5.9 was effective as evidenced by improvement over the last two years and survey results: Metrics A, B, C, D and F above.
- Family Services Tech: Action 5.10 was effective as evidenced by improvement over the last two years and survey results: Metrics A, B, C, D and F above.

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.

Changes made to Goal 5 - Goal 5 was expanded into the more comprehensive Goal 2 in the new LCAP, following input from educational partners at DAC and DELAC, to ensure alignment with the MTSS framework.

Changes to Metrics

- School Attendance Rate was kept
- Chronic Absenteeism was kept, all student groups EL, FY, LI and HY were added
- Student Suspension was kept, all student groups EL, FY, LI and HY were added
- Student Expulsion rate was removed as it has been 0% for over three years.
- Middle School drop-out rate was kept as it is a required metric.
- Parent survey on school safety was kept.

Changes to Actions

- Student Attendance and Family Support: Action 5.1 was effective as determined above, it will be kept and moved to Goal 2, Action 1. It will continue to support unduplicated students.
- PBIS: Action 5.2 will be moved to Goal 2, Action 3.
- SAFE staff and Mental Health: Action 5.3- Mental Health Clinicians will be moved to Goal 2, Action 2 and SAFE staff will be moved to Goal 2, Action 1
- Health Clerks Staff: Action 5.4 will be moved to Goal 2, Action 6.
- Additional Nurses: Action 5.5 will be moved to Goal 2, Action 6.
- SEL Support: Action 5.6 will be moved to Goal 2, Action 2.
- MS Additional Admin: Action 5.7 will be moved to Goal 2, Action 5.
- PBIS: Action 5.8 will be moved to Goal 2, Action 3.
- Mentorship admin and classified staff: Action 5.9 will be moved to Goal 2, Action 5.
- Family Services Tech: Action 5.10 will be moved to Goal 2, Action 1.

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
6	Provide all students access to a broad course of study while implementing programs and activities that promote and support a healthy lifestyle.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
State Metric: Physical Fitness Testing	No state results due to the suspension of state physical fitness testing in the 19-20 and 20-21 school year. 18-19: 61% of 5th grade students and 73% of 7th grade students scored in the Healthy Fit Zone (HFZ) on five or more physical fitness tests as measured by state physical fitness tests.	No state results due to the suspension of state physical fitness testing in the 19-20 and 20-21 school year.	(Revised 2023) 22-23: 96.4% of 5th grade students and 94.6% of 7th grade students participated in the state Physical Fitness test	23-24: 95.6% of 5th grade students and 96.8% of 7th grade students participated in the state Physical Fitness test	65% of 5th grade students and 77% of 7th grade students scored in the HFZ on five or more physical fitness tests as measured by state physical fitness tests.
Local Metric: Parent surveys - Safety and School Connectedness	2021-91% of parent respondents will Strongly Agree/Agree that, “School site provides programs, services and opportunities that	2021-91% of parent respondents will Strongly Agree/Agree that “School site provides programs, services and opportunities that	2022-89% of parent respondents will Strongly Agree/Agree that, “School site provides programs, services and opportunities that	2024-97% of parent respondents will Strongly Agree/Agree that “School site provides programs, services and opportunities that	95% of parent respondents will Strongly Agree/Agree that, “School site provides programs, services and opportunities that

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	promote student health and wellness.”	promote student health and wellness.”	promote student health and wellness.”	promote student health and wellness.”	promote student health and wellness.”
State Metric: California Schools Dashboard ELA and Math CAASPP - Distance from Standard • All Students • Low-Income (LI) Students • English Learner (EL) Students • Foster Youth (FY) Students • Special Education (SPED) Students	Baseline to be established from the 2019 California Schools Dashboard Due to the suspension of CAASPP due to Covid-19, most recent data on the 2019 California Schools Dashboard is: All -ELA: 13.8 points above All -Math: 18.6 points above LI -ELA: 1.2 points below LI -Math: 33.4 points below EL -ELA: 14.3 points below EL -Math: 34.6 points below FY -ELA: 52.9 points below FY -Math: 84.3 points below	2021 CAASPP not administered due to state's suspension 2021 Local Metrics of STAR (used in place of 2021 CAASPP due to local flexibility offered): All Students All -ELA: 53.16% met/exceed All -Math: 56.4% met/exceed LI -ELA: 47.3% met/exceed LI -Math: 50.5% met/exceed EL -ELA: 43.33% met/exceed EL -Math: 58.16% met/exceed FY -ELA: 83.5% met/exceed FY -Math: 23% met/exceed SPED -ELA: 14% met/exceed	2022 CA Schools Dashboard 'status only' All - ELA: Medium, 3.1 points above standard All - Math: Low, 41.1 points below standard LI - ELA: Low, 7.5 points below standard LI - Math: Low, 52.4 points below standard EL - ELA: Low, 13.7 points below standard EL - Math: Low, 50. points below standard FY - ELA: Low, 33.9 points below standard FY - Math: Very Low, 104.4 points below standard SPED - ELA: Very Low, 80.7 points below standard SPED - Math: Very Low, 119.3 points below standard	2023 CA Schools Dashboard All - ELA: 3.6 points above standard All - Math: -37.7 points below standard LI - ELA: -8.3 points below standard LI - Math: -49.3 points below standard EL - ELA: -21.3 points below standard EL - Math: -51.1 points below standard FY - ELA -71.4 points below standard FY - Math: -120 points below standard SPED - ELA: -77.6 points below standard SPED - Math: -110.3 points below standard	All - ELA: 20 points above All - Math: 25 points above LI - ELA: 10 points above LI - Math: 10 points above EL - ELA: 10 points above EL - Math: 10 points above FY - ELA: 10 points below FY - Math: 5 points above SPED - ELA: 5 points above SPED - Math: 5 points above

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	SPED -ELA: 61.7 points below SPED -Math: 93.3 points below	SPED -Math: 19% met/exceed			
State Metric: California Science Test (CAST) • 5th Grade Students • 8th Grade Students	2019 • 5th 31.70% Met/Exceeded • 8th 32.05% Met/Exceeded	No reliable state metrics available	2022 • 5th 31% Met/Exceeded • 8th 33% Met/Exceeded	2023 • 5th 32.91% Met/Exceeded • 8th 31.90% Met/Exceeded	• 5th 50% Met/Exceeded • 8th 50% Met/Exceeded
Local Indicator: Access to Board Course of Study	New Metric 2022-23 2021 CA Dashboard - Met	2022 - Met	2023 - Met	2024 - Met	Met

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.

Goal 6 aims to provide all students access to a broad course of study while implementing programs and activities that promote and support a healthy lifestyle.

1. Sports Programs: Actions 6.1 and 6.2 were implemented as planned with no substantive differences.
2. STEM Learning: Actions 6.3 and 6.4 were implemented as planned with no substantive differences.
3. Expanded Learning Opportunities: Actions 6.5 and 6.6 were implemented as planned with no substantive differences.
4. Elementary Music: Action 6.7 were implemented as planned with no substantive differences.

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.

The district's financial planning and execution closely aligned. The budget was a reliable predictor of actual expenses, indicating effective financial management and programmatic implementation.

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

A. Results comparing 2022-23 and 2023-24: 95.6% of 5th graders and 96.8% of 7th graders participated in the state Physical Fitness Test, demonstrating consistency and effectiveness in helping students achieve their fitness and wellness goals. This data is statistically comparative to 2019 regarding the participation rate, at 95% or above for both 5th and 7th.

B. In 2024, 97% of parent respondents are expected to Strongly Agree or Agree that "The school site offers programs, services, and opportunities that promote student health and wellness," an increase from 91% in 2019. This indicates the effectiveness of our efforts to ensure that programs are gaining traction in supporting families and students.

C. The 5th grade results showed 32.91% met or exceeded the standard, and the 8th grade at 31.90% met or exceeded, compared to the 2019 results of 31.70% for 5th grade and 32.05% for 8th grade. This indicates that our efforts to provide quality science instruction have nearly achieved the same level of success as before the pandemic.

D. Overall, the CAASPP (California Assessment of Student Performance and Progress) metrics in goal 2 show the ALL-student group saw an improvement of 0.5 points above the standard in ELA from 2022 to 2023, indicating a positive direction in language arts performance. In math, there was a notable increase of 3.4 points from 2022 to 2023 for the ALL-student group, reflecting substantive progress. We acknowledge the impact of COVID since the 2019 Dashboard where ELA was 13.8 points above standard and math was 18.6 points above standard, our efforts and trajectory are moving in the right direction. Low Income Student Data: In ELA, the Low-Income student group-maintained performance by decreasing by 0.8 points below the standard from 2022 to 2023. Conversely, there was an increase in math proficiency for this group, with a rise of 3.1 points from 2022 to 2023, indicating progress towards meeting the standard. in 2019, this data reflected 1.2 points below standard and 33.4 below standard in math, indicating we are moving in the right direction. While the English learner student group experienced a decrease of 7.6 points below the standard in ELA from 2022 to 2023, there was notable progress within the EL Only subgroup. Specifically, EL Only ELA results improved from being 72.6 points below the standard in 2022 to 59.5 points below the standard in 2023, marking a growth of 13.1 points towards meeting the standard. Additionally, there was an increase in math proficiency for the English learner student group, with a rise of 3.1 points from 2022 to 2023, indicating progress towards meeting the standard. We acknowledge the impact of COVID since the 2019 Dashboard where our attendance was higher, our efforts and trajectory are moving in the right direction.

E. Overall, despite encountering challenges, several student groups maintained or improved their results. However, Foster Youth (FY) students did not exhibit the same progress. Nevertheless, we remain committed to providing dedicated academic support to this target group. In 2023, FY students scored -71.4 points below the standard in ELA and -120 points below the standard in Math. This contrasts with 2022, where FY students scored -33.9 points below the standard in ELA and -104.4 points below the standard in Math. We acknowledge the impact

of COVID since the 2019 Dashboard on FY students where ELA was 52.9 points below standard and math was 84.3 points below standard, our efforts are moving in the right direction.

F. The SPED student group demonstrated growth in both ELA and math proficiency from 2022 to 2023. Specifically, there was an increase of 3.1 points in ELA, indicating progress towards meeting standards. Additionally, there was a notable increase of 9 points in math proficiency for the SPED student group during the same period, reflecting considerable progress towards meeting the standard. We acknowledge the impact of COVID since the 2019 Dashboard for SPED where ELA was 61.7 points below standard, our efforts and trajectory are moving in the right direction.

G. The Local Indicator for Access to a Broad Course of Study was achieved throughout the three-year span of the LCAP.

- Elementary and Middle School Sports Programs: Actions 6.1 and 6.2 achieved the desired results as measured by A, and B above.
- STEM (Science, Technology, Engineering, and Math) Learning: Actions 6.3 and 6.4 achieved the desired results as measured by A, B, C, and D above.
- Expanded Learning Opportunities: Actions 6.5 and 6.6 achieved the desired results as measured by A, B, C, and D above.
- Elementary Music: Action 6.7 achieved the desired results as measured by A, B, C, and D above.

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.

Changes to Goal - Goal 6 will be integrated into Goals 1 and 2.

Changes to Metrics

- The Physical Fitness Test will be maintained for Goal 2.
- The survey question, "The school provides programs, services, and opportunities that promote student health and wellness," will be omitted based on feedback from parents and administrators.
- CAST will be maintained for Goal 1.
- CAASPP metrics will be kept for Goal 1.
- The Local Indicator for Access to a Broad Course of Study will be removed following parent input, as it already exists in the California Schools Dashboard.

Changes to Actions

- Elementary and Middle School Sports Programs: Actions 6.1 and 6.2 will be moved to Goal 2, Action 6.
- STEM (Science, Technology, Engineering, and Math) Learning and after-school programs, respectively in Actions 6.3 and 6.4 will be moved to Goal 1, Action 5.

- Broad courses in Action 6.5 and extended day in Action 6.6 will be moved to Goal 1, Action 5.
- Elementary Music: Action 6.7 will be moved to Goal 1, Action 5.

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

Instructions

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

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

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

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

Metric:

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

Baseline:

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

Year 1 Outcome:

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

Year 2 Outcome:

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

Year 3 Outcome:

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

Desired Outcome for 2023–24:

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

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

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

Goal Analysis

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

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

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

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

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

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

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

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

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

California Department of Education
November 2023

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Central School District	Dr. Amy Nguyen-Hernandez Superintendent	ANguyen-Hernandez@csd.k12.ca.us (909) 989-8541

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.

Central School District (CSD) is located in Rancho Cucamonga, California. It serves approximately 4,267 students in grades TK-8. The district comprises five elementary schools and two middle schools. CSD takes pride in serving a richly diverse student population. As of the 2023 California Schools Dashboard, the demographics of our total student enrollment are as follows: English Learners 12.4%, Foster Youth 0.6% Homeless 1.4%, Socioeconomically Disadvantaged 66.6%, Hispanic 56.7%, White 17.1%, Students with Disabilities15.3%, African American 10.1%, Filipino 2.1%, Asian 0.7%, Two or more Races 0.5%, American Indian 0.2%, and Pacific Islander 0.2%.

The CSD vision is to "ignite endless possibilities for all" and its mission is to "inspire learners to be future ready." The CSD student profile guides our commitment to students to become a confident: Communicator, Leader, Problem Solver, Relationship Builder and Reflective Thinker. As a Communicator, CSD students read, write, speak and express views clearly and with conviction. As a Leader, CSD students learn and lead. They encourage others through collaboration, respect, and shared accountability. As a Problem Solver, CSD students are adaptable and resilient. They treat setbacks as opportunities and take resourceful actions to make their community a better place. As a Relationship Builder, CSD students are caring with their words, and their actions. They show empathy, kindness, and are helpful to others. As a Reflective Thinker, CSD students are self-aware and ask questions to bring about new understanding. They make sense of new ideas through curiosity and discovery. Our CSD vision, mission and learner profile ensures our students matriculate to the Chaffey Joint Union School District prepared to further their journey towards college and career.

Reflections: Annual Performance

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

The California School Dashboard is found at https://www.caschooldashboard.org/reports/36676450000000/2023 for the Central School District. It shows a rating scale that is based on the status the year prior and the change of the current year, then assigns a color from Red as lowest performance, to Orange, Yellow, Green and finally Blue indicating the highest performance. It also measures progress towards standard met for ELA and math for the previous year. A DFS, or Distance from Standard, indicates how far above the standard or below the standard a group of students are performing. According to the results from the 2023 California Schools Dashboard, our students in grades 3 through 8 performed at an overall level of Yellow in ELA and Yellow in Math, indicating they maintained growth. In ELA our students are at 3.6 DFS, above grade level. In math, our students are performing at -37.7 DFS which is below grade level.

The 2023 California School Dashboard indicates that the following student groups are at the lowest performance level (Red):

Districtwide
Academic Indicators: English Language Arts – Homeless Youth; Math - Homeless Youth
Student Engagement Indicator: Chronic Absenteeism – African American

School Sites:

Bear Gulch Elementary School
Academic Indicator: English Language Arts - Students with Disabilities; Math - Students with Disabilities
Student Engagement Indicator: Chronic Absenteeism - Students with Disabilities, African American

Central Elementary School
English Learner Progress Indicator: English Learners
Student Engagement Indicator: Chronic Absenteeism - Low Income

Coyote Canyon Elementary School
Student Engagement Indicator: Chronic Absenteeism - African American

Dona Merced Elementary School
Student Engagement Indicator: Chronic Absenteeism - All Students, Low Income, Students with Disabilities, African American, Hispanic

Valle Vista Elementary School
Student Engagement Indicator: Chronic Absenteeism - Low Income, Students with Disabilities, Hispanic, Two or More Races

Cucamonga Middle School

Academic Indicator: English Language Arts - Students with Disabilities; Math - English Learners, Students with Disabilities

Ruth Musser Middle School
Academic Indicator: English Language Arts - Students with Disabilities
Student Engagement Indicator: Chronic Absenteeism - African American

Districtwide, our local STAR data indicates that 54% of our 3rd grade students are reading proficiently at the end of the 2023-24 school year. One challenge we have faced is that our current ELA adoption lacks reading materials that align with the Science of Reading's explicit phonics and phonemic reading strategies. Throughout the 2023-24 school year, all Kindergarten through second grade teachers, RSP, Intervention Coordinators, Intervention Teachers, and SDC teachers received training in the Science of Reading via the Institute for Multi-sensory Education (IMSE) Comprehension Plus explicit reading program. Additionally, IMSE-trained teachers benefited from dedicated coaching and professional development. As part of our multi-year literacy initiative, we plan to extend training to the next set of grades in the coming years using either IMSE Comprehension Plus or Morphology (Goal 1 Action 1.1). We are also bolstering our intervention programs with dedicated staff to support tier 2 strategies in the classroom and tier 3 schoolwide intervention programs (Goal 1 Action 1.2). Our aim is to foster literacy development across all content areas with further professional development and coaching. Goal 1 of our LCAP is designed to enhance our academic multi-tiered system of support to ensure that the needs of all students are met.

The comprehensive math data reveals that not all students meet the grade-level standards. The analysis suggests a need for high-quality initial instruction in math for all students. To support this, additional professional development, engagement strategies, and coaching will aid our teachers in enhancing their use of the newly adopted Eureka2 math program for grades TK-5 and the Envision program for grades 6-8 (Goal 1 Action 1.1). The student groups requiring the most support in math instruction and intervention have been identified as: homeless students (red), English learners (orange), students with disabilities (orange), and Hispanic students (orange). Targeted school interventions and progress monitoring assessments will guide teaching and learning in the upcoming year (Goal 1 Action 1.2). Furthermore, we are committed to ensuring that teachers apply engagement strategies through focused coaching and professional development, which will be overseen through administrative walkthroughs and professional learning communities (Goal 1 Action 1.6).

The 2023 California School Dashboard reflects progress, showing a 3.2% decrease in chronic absenteeism from the previous year. However, the overall rate remains high at 22.8%. African American students have a 27.8% absenteeism rate, marked as Red, and homeless youth are at 29.8%, indicated as Orange. Targeted actions are being planned to provide the necessary support for these groups to help reduce chronic absenteeism. While these actions primarily focus on low-income students as an unduplicated group, they will also benefit groups marked in Red (Goal 2, Action 2.4). The recent success in student engagement is partly due to the new roles of counselors, attendance clerks, Parent Involvement Coordinators, and mentors in all schools. These professionals have been instrumental in connecting with students and parents, offering enhanced support for those who are struggling (Goal 2 Actions 2.4 and 2.5). To further improve engagement, we are implementing a Multi-tiered System of support for student social-emotional and positive behavior outcomes, as outlined in Goal 2 of our LCAP.

Reflections: Technical Assistance

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

Not Applicable

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.

Not applicable

Support for Identified Schools

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

Not applicable

Monitoring and Evaluating Effectiveness

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

Not applicable

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
Parents/Guardians representing schools throughout the district for the following student groups: English learners, low-income, students with disabilities, foster youth, homeless, Hispanic, and African American Community Members	The Local Control and Accountability Plan (LCAP) survey, conducted from January 25 to March 30, 2024, reached out to families and community members through emails, Parent Square, school announcements, school site council meetings, Superintendent monthly communications, and board meeting presentations. This survey collected feedback on various topics, including school academic programs, school climate, communication between school and home, student achievements and difficulties, the effectiveness of instructional programs and student interventions, as well as opportunities for community involvement and decision-making. Throughout the school year, the Superintendent carried out monthly surveys on topics of interest raised by parents and community members. The insights from these surveys contributed to shaping the LCAP from the perspective of parents and guardians. The findings were shared via Parent Square and during the CSD board meetings.
CSD Principals and District Administrators	Instructional team meetings, designed to inform and solicit feedback, were held bi-monthly from July 2023 to June 2024. These sessions included a detailed analysis of CAASPP scores and local data pertinent to the 2023-24 academic year, encompassing suspensions, expulsions, attendance, and chronic absenteeism. Data specific to each school site was also shared. Administrators were equipped with strategies based on this data to enhance academic performance and

Educational Partner(s)	Process for Engagement
	the overall school environment for students. Moreover, they had the chance to discuss the successes and challenges encountered in engaging with students at their respective sites.
CSD Classified and Certificated Staff	The LCAP staff survey was conducted from March 29, 2024, to May 1, 2024. It reached out to certificated and classified staff through emails, superintendent announcements, principal staff meetings and board meeting presentations. This survey collected feedback on various topics, including school academic programs, school climate, professional development needs, student achievements and difficulties, expanded course offerings, the effectiveness of instructional programs and student interventions.
District Parent Advisory Committee (DAC) District English Language Advisory Committee (DELAC)	The draft for the 2024-27 LCAP was reviewed and discussed by the DAC and DELAC on May 28, 2024. Opportunity for written comments to the Superintendent was provided and none were received, therefore the Superintendent did not need to respond in writing. The LCAP for 2024-2027 was informed by meetings held on October 17, 2023, and February 13, 2024.
Special Education Local Plan Areas (SELPA)	On May 10, 2024, a meeting took place with the SELPA Administrator to provide input on the development of the 2024-27 LCAP. A draft of the LCAP was submitted to the SELPA Administrator on May 30, 2024.
Middle School Student Advisory Committee	On March 12, 2024, a meeting was held with middle school students from both schools to review student engagement data and solicit feedback on successes, challenges, and areas of growth they deem important for their schools. They discussed the goals and actions in the LCAP, and the students provided their opinions on which actions should be retained and which new ones should be included.
5th and 7th Grade Students	During the month of March 2024, an LCAP student survey was carried out with 5th and 7th graders to gather their opinions on school connectedness and safety, evaluate courses and classes, assess instructional effectiveness, identify areas of concern, and highlight successful elements.
Central Teachers Organization (CTO)	Meetings were conducted to collect input for the 2024-27 LCAP concerning programs and services affecting certificated staff. These sessions involved executive board members and district

Educational Partner(s)	Process for Engagement
	administrators and took place on November 28, 2023; January 30, 2024; February 27, 2024; April 23, 2024; and May 14, 2024.
Classified School Employee Association (CSEA)	Meetings were conducted to collect input for the 2024-27 LCAP concerning programs and services affecting classified staff. These sessions involved executive board members and district administrators and took place on November 29, 2023; January 24, February 28, April 23, and May 22, 2024.
CSD Governing Board and Community	The 2024-25 LCAP draft was presented at the Public Hearing during the regular Board of Education meeting on June 6, 2024. Opportunity for written comments to the Superintendent was provided to the Community.
CSD Governing Board	The Governing Board received the 2023-24 Mid-Year LCAP Report at a regular meeting on February 8, 2024.
CSD Governing Board and Community	The Local Control and Accountability Plan (LCAP) for the 2024-25 academic year was adopted at the regular Board of Education meeting on June 13, 2024.

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

The collaboration with our educational partners in shaping the LCAP (Local Control and Accountability Plan) has given the district valuable insights into our students' needs. The feedback gathered from meetings, discussions, and surveys has led to the establishment of specific goals and actions. At the start of the 2023-24 school year, we initiated the engagement process, providing all educational partners with the opportunity to suggest improvements for the final year of a three-year LCAP cycle. The consensus from all educational partner groups indicated a need for a more streamlined and transparent LCAP. Consequently, we decided to concentrate on three main goals to ensure the plan is easily understandable and communicative for all parties involved. The new goals and actions in the 2024-27 LCAP address the main objective of addressing equity gaps among student groups, particularly our unduplicated students that span across ethnic, racial, general education and special education programs.

Parents, community members, educators, staff, and administrators across the district, including SELPA (Special Education Local Plan Area) and bargaining units, have highlighted the necessity for continuous professional development. This development would support educators and staff with resources addressing student academic needs, formative assessments, dedicated Teachers-On-Assignment, development of administrative capacity, and centralized professional development available throughout the day, after school, and through job-embedded coaching on engagement strategies, as well as coaching for new and temporary teachers (Goal 1, Action 1). This initiative has been adjusted from 2023-24 to primarily support unduplicated students, as the district is not mandated to provide an induction program for new teachers. Instead, the focus is on retaining teachers to ensure consistent support for unduplicated students, based on input from administrators, the certificated bargaining unit, DELAC, and DAC. Additionally, there is a recognized need to bolster interventions for students not meeting

grade-level standards through more teachers, intervention programs, centralized strategies within the student data system, weekly professional learning communities, and assessment systems to track progress (Goal 1, Action 2). A further need identified by teachers, administrators, instructional staff, DELAC, DAC, and district administrators is to enhance language and intervention support for English learners with additional resources, materials, increased paraprofessional support in middle schools, EL parent workshops, Newcomer professional development, AVID Excel for Long Term English Learners (LTEL) at middle schools, and more EL Support teachers (Goal 1, Action 3). Moreover, parents, DAC, DELAC, staff, teachers, students, site and district administrators, community members, and the SELPA administrator have all voiced the need to ensure the district offers programs and resources that prepare all students for high school and beyond, focusing on college and career initiatives, programs, and services (Goal 1, Action 4). This action principally is designed to benefit unduplicated students, based on input from DAC, DELAC, classified staff, and administrators. Hence, during the 2023-24 school year it was moved from non-contributing to contributing. They also emphasized the importance of providing a broad curriculum that promotes a well-rounded education for every student (Goal 1, Action 5). All educational partners said students need to develop and practice daily literacy skills in reading, writing, speaking (discourse) and listening across all content subjects. Teachers must receive ongoing support to ensure engagement strategies are embedded in each lesson to support unduplicated students. This will ensure students develop communicative skills to be successful members of their school and community (Goal 1, Action 6). Hence, during the 2023-24 school year this action was moved from non-contributing to contributing.

Concerns have been raised by our parents, teachers, site and district administrators, CTO, CSEA, staff, students, DAC, DELAC, SELPA, and the community regarding the increasing need for attention to student behavior and social-emotional needs. To address this, an action within the LCAP focuses on tiered positive behavior intervention strategies, including professional development, programs, resources, and incentives (Goal 2, Action 3). Educational partners have identified a need for more social-emotional interventions and support for students seeking connection, wellness within the school community and among peers, and strategies for positive conflict management and interaction. In response, additional mental health staff, social-emotional curricula, professional development in restorative practices, trauma-informed practices, family workshops, and support for foster youth and other identified student groups are being provided (Goal 2, Action 2). Furthermore, parents, staff, DAC, DELAC, and community members have highlighted the necessity of workshops for families and guardians to aid them in supporting their children's success in school, understanding the US school system, digital citizenship, health, social-emotional learning, and academics (Goal 2, Action 1).This action has been determined during the 2023-24 school year to principally benefit unduplicated students, as informed by DAC, DELAC, CTO, teachers, and administrators. Parents, administrators, teachers, and community members expressed concerns regarding increased student chronic absenteeism since the return to school from the COVID 19 pandemic. To address this concern an action has been included in the LCAP to provide dedicated staff, programs, resources, and District Attendance Team who will monitor attendance data regularly and meet with parents and students to determine that supports are being provided and student needs are being heard. (Goal 2, Action 4). Educational partners have unanimously emphasized the critical need to allocate staff for addressing the needs of students requiring tier 2 and 3 individualized supports. This includes regular student interactions, check-ins, exemplifying positive behavior, redirecting negative behavior, enhancing communication and partnership with parents and guardians, and implementing restorative conflict management strategies along with trauma-informed practices (Goal 2, Action 5). Finally, parents, staff, teachers, and community members have emphasized the importance of ensuring that staff and programs support the entire child, which includes their physical health and wellness (Goal 2, Action 6).

Our educators, support personnel, leaders, bargaining entities, DAC, DELAC, and SELPA have highlighted the necessity to bolster efforts in staff retention and recruitment, aiming to attract the most qualified professionals to serve our diverse student body (Goal 3, Action 1).

Originally, the student attendance and family support action in the previous year principally supported unduplicated students, hence it was corrected in the marked box from a 'no' to a 'yes'. The collective voices of teachers, parents, students, and administrators, along with DAC and DELAC, have emphasized the need to enhance the district's foundational program. This enhancement would ensure that the materials are student-focused, culturally relevant, provide instructional support to educators, and offer broader learning opportunities (Goal 3, Action 2). Moreover, there is a shared consensus on the critical need to engage students with innovative technological tools in the educational setting, equipping them for future endeavors (Goal 3, Action 3).

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	All students will access a Multi-Tiered System of Support to make achievement on state content standards to be future ready and English learners will demonstrate progress on English language proficiency.	Broad Goal

State Priorities addressed by this goal.

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.

Goal 1 ensures all students will access a Multi-Tiered System of Support to achieve on state content standards to be future ready and English learners will demonstrate progress on English language proficiency. This goal aims to address the disparities, with a particular focus on supporting underperforming groups, while also maintaining and enhancing the achievements of those student groups performing at or above standard levels. Central School District is committed to dedicating resources to this goal that demonstrates its commitment to ensuring every student has access to a high-quality learning experience.

The data used to develop our goal was sourced from the 2023 California Schools Dashboard, providing us with valuable insights into student performance across English Language Arts (ELA) and math academic proficiency. Overall, students perform better in ELA compared to Math, with a positive Distance from Standard (DFS) score of 3.6 for ELA and a negative DFS score of -37.7 for Math, indicating a smaller achievement gap in ELA. However, there is still a clear need for improvement in Math performance across the student population, as students are performing below the standard in this subject. Low-Income students, while performing better in ELA compared to Math with a DFS score of -8.3 vs. -49.3, still demonstrate a significant achievement gap in Math. Similarly, Foster Youth and Homeless Youth students exhibit better performance in ELA compared to Math, but still face substantial achievement gaps in both subjects, underscoring the critical need for improvement.

This data was further analyzed by student demographics, revealing disparities in ELA and math achievement among different student groups. Foster youth, homeless youth, English learners, students with disabilities, and low-income students all demonstrate varying degrees of performance below the standard in both ELA and math. These disparities highlight the necessity for focused support, particularly for Low-income, English learners, foster youth, homeless youth, to address the achievement gaps and ensure equitable opportunities for all students. Moving forward, our district is committed to implementing targeted interventions and support services to address the unique needs of each student subgroup and close the achievement gaps across ELA and math proficiency.

Additionally, English learners' achievement on the state's English Language Proficiency Assessment for California as indicated on the English Learner Performance Indicator (ELPI) on the California Schools Dashboard shows there is a significant need for improvement in math performance among English Learners, as they are performing below the standard in this subject. While data is currently not available for LTELs, the district is committed to providing services and support for this student group to provide opportunities of growth in ELA and math. With 52.5% of ELs making progress towards proficiency as measured by the annual English Language Proficiency Assessment, there is evident need in language acquisition and skill development within this student group. This baseline underscores the efficacy of targeted instructional interventions and support services implemented to address the unique needs of ELs.

Educational partner engagement was crucial in this decision-making process towards developing this goal. Educators, administrators, parents, students, collective bargaining units, and community members underscore the need to focus resources to increase the capacity of the educational staff, provide intervention and support, EL and LTEL (Long Term English Learner) support, college and career preparedness, broad course of study and engagement strategies. The overarching goal is to ensure all students, including English learners, achieve academic and linguistic proficiency through MTSS (Multi-Tier System of Support). The metrics below have been identified in partnership with our educational partners to help monitor progress towards our strategic goals.

By aligning actions with measurable outcomes, the district aims to create a transparent, accountable framework for improving ELA, math and ELPI achievement levels for all students. This strategic approach, informed by data and educational partner input, is designed to ensure all students can achieve and excel in ELA, math and ELPI for English learners, laying a solid foundation for their future success.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	CAASPP ELA – District Student Group Source: CA School Dashboard DFS - Distance From Standard	2022-23 All +3.6 DFS LI -8.3 DFS EL -21.3 DFS LTEL - Unavailable in 2023 FY -71.4 DFS HY -70.7 DFS			All +10 DFS LI +1 DFS EL -5 DFS LTEL - Pending baseline data FY -5 DFS HY -5 DFS	
1.2	CAASPP ELA – School Student Group Source: CA School Dashboard	2022-23 Elementary Bear Gulch			Elementary Bear Gulch SWD -5 DFS	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	DFS - Distance From Standard	SWD -115 DFS Middle Cucamonga MS SWD -102.7 DFS Ruth Musser MS SWD -82.9 DFS			Middle Cucamonga MS SWD -5 DFS Ruth Musser MS SWD -5 DFS	
1.3	STAR ELA - District Student Group Grades 1 and 2 Source: Local Data	2023-24 First Grade End of Year All - 53.4% Proficient/Exceed LI - 49.5% Proficient/Exceed EL - 54.4% Proficient/Exceed FY - 33.3% Proficient/Exceed 2023-24 Second Grade End of Year All - 54.3% Proficient/Exceed LI - 47.4% Proficient/Exceed EL - 40.3% Proficient FY - 0% Proficient/Exceed			First Grade End of Year All - 60% Proficient/Exceed LI - 60% Proficient/Exceed EL - 60% Proficient/Exceed FY - 60% Proficient/Exceed Second Grade End of Year All - 60% Proficient/Exceed LI - 60% Proficient/Exceed EL - 60% Proficient FY - 60% Proficient/Exceed	
1.4	STAR Math - District Student Group Grades 1 and 2 Source: Local Data	2023-24 First Grade End of Year			First Grade End of Year	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		All - 64.3% Proficient/Exceed LI - 62.8% Proficient/Exceed EL - 72.2% Proficient/Exceed FY - 0% Proficient/Exceed 2023-24 Second Grade End of Year All - 50.5% Proficient/Exceed LI - 43.8% Proficient/Exceed EL - 48.6% Proficient FY - 0% Proficient/Exceed			All - 75% Proficient/Exceed LI - 75% Proficient/Exceed EL - 75% Proficient/Exceed FY - 75% Proficient/Exceed Second Grade End of Year All - 60% Proficient/Exceed LI - 60% Proficient/Exceed EL - 60% Proficient FY - 60% Proficient/Exceed	
1.5	CAASPP Math – District Student Group Source: CA School Dashboard DFS - Distance From Standard	2022-23 All -37.7 DFS LI -49.3 DFS EL -51.1 DFS LTEL - Unavailable in 2023 FY -120 DFS HY -109 DFS			All -25 DFS LI -25 DFS EL -25 DFS LTEL - Pending baseline data FY -25 DFS HY -25 DFS	
1.6	CAASPP Math – School Student Group Source: CA School Dashboard	2022-23 Elementary Bear Gulch			Elementary Bear Gulch SWD -25 DFS Middle	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	DFS - Distance From Standard	SWD -132.9 DFS Middle Cucamonga MS EL -118.8 DFS SWD -161 DFS			Cucamonga MS EL -25 DFS SWD -25 DFS	
1.7	Percentage of English learners making progress toward English proficiency ELPI – District Source: CA School Dashboard	2022-23 EL - 52.5% Making Progress LTEL - 68.2% Making Progress			EL - 65% Making Progress LTEL - 73% Making Progress	
1.8	English Learner Reclassification Rate (RFEP) Source: California Department of Education Dataquest % English Learners Reclassifying % Long Term English Learners Reclassifying	2023-24 30.6% RFEP 13.4% LTEL			10% or Above RFEP 10% or Above LTEL	
1.9	California Science Test Source: California Educator Reporting System (CERS)	2022-23 Grade 5 All - 34% Met/Exceeded Standard Grade 7 All - 30% Met/Exceeded Standard			Grade 5 All - 50% Met/Exceeded Standard Grade 7 All - 50% Met/Exceeded Standard	

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	Professional Development	The district will provide Teachers-on-Assignment and services to provide professional development for teachers, staff, and administrators, on content standards, evidence-based instructional strategies, reading instruction, and differentiation techniques to enhance literacy across all subject areas, with a primary focus on Low-income and foster youth students. The effectiveness of this action will be evaluated by: M1.1, M1.2, M1.3, M1.4, M1.5, M1.6.	$1,181,504.02	Yes
1.2	Tiered Intervention Support	The district will allocate additional teachers, Intervention Coordinators, materials and teacher release time for Professional Learning Communities in order to ensure students obtain academic intervention tailored to their specific needs, aiming to increase performance in English Language Arts	$4,496,063.25	Yes

Action #	Title	Description	Total Funds	Contributing
		and math. with a primary focus on Low-income students and foster youth students. The effectiveness of this action will be evaluated by: M1.1, M1.2, M1.3, M1.4, M1.5, M1.6.		
1.3	EL Academic and Language Support	The district will implement a comprehensive program for English Learners, encompassing EL support teachers, staff, resources, professional development and parent workshops, to ensure that both English learner and Long-Term English learner (LTELs) students enhance their performance in language proficiency and academic language development. The effectiveness of this action will be evaluated by: M1.7, M1.8	$331,286.60	Yes
1.4	College and Career Preparedness	The district will offer counselors, as well as student and family resources, to ensure services are available to aid students in becoming academically prepared for college and career opportunities, with a primary focus on English learner, Low-income and foster youth students. The effectiveness of this action will be evaluated by: M1.1, M1.2, M1.5, M1.6.	$265,950.49	Yes
1.5	Broad Course of Study	The district will allocate teachers and resources to expand the range of science, visual performing arts, and other courses to students, aiming to boost academic involvement and achievement, with a focus on assisting Low-income students. The effectiveness of this action will be evaluated by: M1.1, M1.2, M1.5, M1.6, M1.9	$1,039,169.69	Yes
1.6	Engagement Strategies Support	The district will assist teachers and oversee the application of evidence-based academic engagement strategies in classrooms to encourage active engagement, differentiate instruction, and improve student learning outcomes, with a focus on Low-income and English learner students. The effectiveness of this action will be evaluated by:M1.1, M1.2, M1.5, M1.6.	$3,283,820.35	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	All students will access a Multi-Tiered System of Support to ensure social-emotional wellness within a positive learning environment.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
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.

Goal 2 ensures all students will access a Multi-Tiered System of Support to ensure positive behavior, increased engagement in school, and social-emotional wellness. to be future ready and English learners will demonstrate progress on English language proficiency. This goal aims to address the disparities, with a particular focus on supporting underperforming groups, while also maintaining and enhancing the achievements of those student groups performing at or above standard levels. Central School District is committed to dedicating resources to this goal that demonstrates its commitment to ensuring every student has access to a positive and engaging school climate to ensure a quality learning experience that ignites endless possibilities for all.

The data used to develop the goal was sourced from the 2023 California Schools Dashboard. This data was broken down by student demographics, revealing that certain groups face more challenges than others in Chronic Absenteeism and Suspension Rates. The data on chronic absenteeism rates for the 2022-23 academic year reveals notable disparities across student subgroups. The overall chronic absenteeism rate stands at 22.8%, indicating that approximately 22.8% of students are absent for a significant portion of the school year. Low-Income students have a higher chronic absenteeism rate of 25.7%, indicating that a larger proportion of students from low-income backgrounds are missing school compared to the overall student population. English Learners exhibit a lower chronic absenteeism rate of 17.9% compared to the overall student population, suggesting that fewer EL students are chronically absent from school. Foster Youth students have the lowest chronic absenteeism rate among the groups listed, with only 9.3% of students classified as chronically absent. This indicates a positive trend towards higher attendance rates among foster youth students compared to other student subgroups. The suspension rate data for the 2022-23 academic year shows significant variations across student subgroups. The overall suspension rate is 1.5%, indicating that 1.5% of all students received suspension during the academic year. Low-Income students have a slightly higher suspension rate of 1.8% compared to the overall student population, suggesting that a slightly larger proportion of low-income students experienced suspension. English Learners exhibit a lower suspension rate of 0.8% compared to the overall student population, indicating that fewer EL students were subject to suspensions. Foster Youth students have a suspension rate of 0%, indicating that no foster youth students received suspensions during the academic year. The analysis of both Chronic Absenteeism and Suspension Rates has revealed an achievement gap across various student demographics, highlighting the need for targeted support.

In addition to Dashboard insights, the district's own data collection and analysis shed light on the distinct needs of students, offering a perspective on where additional help is needed. Engagement with educational partners was pivotal in the decision-making process for this goal's development. The collective input of educators, administrators, parents, students, bargaining units, and community members highlighted the necessity to allocate resources towards enhancing the educational staff's capabilities, offering support and interventions, and implementing PBIS (Positive Behavioral Interventions and Supports), SEL (Social Emotional Learning), Restorative Practices, Trauma-Informed Practices, and engagement strategies. The primary objective is to guarantee that all students experience a supportive school climate via MTSS (Multi-Tier System of Support).

The district is committed to establishing a transparent and accountable structure by aligning actions with measurable outcomes, aiming to enhance the rates of Chronic Absenteeism and Suspensions for all students. This strategic method, guided by data and input from educational partners, strives to guarantee that every student is actively and positively engaged in school and with their peers, thereby building a solid groundwork for their future achievements.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Chronic Absenteeism Rate – District Source: CA School Dashboard % of students absent, 10% or more	2022-23 All 22.8% LI 25.7% EL 17.9% LTEL - Unavailable in 2023 FY 9.3% AA 27.8%			All 10% LI 10% EL 10% LTEL - Pending baseline data FY 7.8% AA 10%	
2.2	Chronic Absenteeism Rate - School and Student Group Source: CA School Dashboard % of students absent, 10% or more	2022-23 Elementary Bear Gulch SWD 41.8% AA 34.4% Central Elementary LI 21.3%			Elementary Bear Gulch SWD 10% AA 10% Central Elementary LI 10%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Coyote Canyon AA 32.1% Dona Merced All 20.8% LI 23.6% SWD 32.1% AA 23.9% HI 26.3% Valle Vista LI 25.1% SWD 25.7% 2 or More 22.2% Middle School Ruth Musser AA 23.5%			Coyote Canyon AA 10% Dona Merced All 10% LI 10% SWD 10% AA 10% HI 10% Valle Vista LI 10% SWD 10% 2 or More 10% Middle School Ruth Musser AA 10%	
2.3	Suspension Rate – District Source: 2023 CA School Dashboard % of students suspended at least 1 day	2022-23 All 1.5% LI 1.8% EL .8% LTEL - Unavailable in 2023 FY 0%			less than 1.5% All less than 1.5% LI less than 1% EL less than 1% LTEL - less than 1% FY	
2.4	Family Engagement Survey Source: Local Survey	2023-24 95% 'Feel Confident in Child's Safety at School'			90% or higher 'Feel Confident in Child's Safety at School'	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.5	Middle School Dropout Source: CALPADs Number of students who dropped out	2023-24 1.7% ALL 1.0% LI 0.3% EL 0% FY			less than 1% ALL less than 1% LI less than 1% EL less than 1% FY	
2.6	School Attendance Rate Source: Local Data End of Year Attendance Rate	2023-24 End of Year Attendance Rate 94.2%			End of Year Attendance Rate 96% or above	
2.7	Parent Involvement Indicator Source: Ca Schools Dashboard	2022-23 Creating welcoming environments: Full Implementation Opportunities for school-to-home communication: Full Implementation Engaging families to be decision makers: Full Implementation			Creating welcoming environments: Full Implementation Opportunities for school-to-home communication: Full Implementation Engaging families to be decision makers: Full Implementation	
2.8	Expulsion Rate Source: CALPADs % of Students Expelled	2022-23 All 0% LI 0% EL 0%			Maintain All 0% LI 0% EL 0% FY 0%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		FY 0%				

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	Family Engagement Support	The district will implement family engagement strategies and initiatives designed to build stronger bonds between families and the school community and provide certificated and classified staffing at the district and site levels to bolster family engagement. These efforts aim to encourage families to actively participate in their children's education, reinforce home-school partnerships, and improve students' academic achievements and overall well-being, with a primary focus on Low-income and foster youth students. The effectiveness of this action will be evaluated by: M2.4, M2.7	$555,947.91	Yes

Action #	Title	Description	Total Funds	Contributing
2.2	Social-Emotional Learning Support	The district will provide site counselors, mental health clinicians and resources to create a positive and inclusive learning environment for students that fosters emotional growth, self-awareness, and interpersonal skills to enhance their overall well-being and academic success, with a primary focus on Low-income and foster youth students. The effectiveness of this action will be evaluated by: M2.1, M2.2, M2.3, M2.5, M2.6, M2.8	$3,228,151.87	Yes
2.3	Positive Behavior and Support	The district and school staff, in collaboration with students, families, and community organizations, will integrate a positive behavior intervention system framework into the school environment. This initiative aims to foster students' positive behavior skills, including self-awareness, self-management, relationship building, and responsible decision-making, ultimately improving their well-being and academic success. This action will have a primary focus on Low-income and foster youth students. The effectiveness of this action will be evaluated by M2.1, M2.2, M2.3, M2.5, M2.6, M2.8	$150,481.16	Yes
2.4	Engagement and Attendance Support	The district will provide district and site staff and resources to support a range of student and family engagement strategies to promote active involvement of families in their children’s education, build stronger connections between home and school and increase student daily attendance, with a primary focus on Low-income students. This action will be measured by: M2.1, M2.2, M2.4, M2.5, M2.6, M2.7	$295,731.62	Yes
2.5	Mentor Support	The district will provide certificated and classified staff to implement targeted strategies to improve student school attendance and engagement in school to increase student participation in learning, increase peer-to-peer positive interactions, reduce absenteeism and suspension, and create a positive school culture conducive to academic success with a primary focus on Low-income students. This action will be measured by: M2.1, M2.2, M2.3, M2.5, M2.6, M2.8	$1,108,811.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.6	Health and Wellness Support	The district will provide certificated and classified staff, resources and comprehensive programs to promote student physical health and wellness to enhance student well-being by fostering healthy lifestyle habits, promoting physical activity, and offering workshops for families, with a focus on Low-income students, foster youth and English learners. This action will be measured by: M2.1, M2.2, M2.4, M2.7	$783,987.07	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	All students will access standards-based instructional materials, expanding learning opportunities, integrated technology into the classroom, by highly qualified staff, appropriately credentialed teachers, in safe, well-maintained facilities.	Maintenance of Progress Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

This goal was developed to sustain and build upon the district's ability to provide a high-quality learning environment, a foundational element for student success. Recognizing additional resources enables the district to continue to meet and exceed state requirements. Ensuring that every student benefits from qualified teachers that receive support and professional development resulting in retention over time, appropriate resources and technology, expanded learning time, supplemental resources, and materials to enhance the core instructional program. This goal reflects ongoing dedication to upholding high standards to foster positive academic and student engagement outcomes.

As part of monitoring this goal, the district will ensure teachers are properly credentialed, students have sufficient access to standard aligned instructional materials, implementation of state standards, and facilities are conducive to learning for our district to focus on quality instruction to ensure all students have access to high-quality education and conducive learning environments. This commitment aims to enhance instructional effectiveness, improve student outcomes, and support equitable educational opportunities across our district.

The outlined actions are intended to guarantee continuous support and access to the high standards anticipated by educational parents and the district collectively. By persistently enhancing core materials with supplemental resources and programs that uniquely respond to the needs of our unduplicated students, we ensure they meet expectations on state standards. Through ongoing monitoring of teacher assignments through the Teacher Misassignment Rate, students' access to instructional materials, and instances that facilities are in the rating of 'good' repair, the district is committed to proactive measures that enhance the quality of education and align with the district's mission to inspire learners to be future-ready.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Teacher Misassignment Rate Source: Ca Schools Dashboard	2022-23 83.9% Clear Credential			Maintain 83.9% or higher Clear Credential	
3.2	Instances that Facilities 'do not' meet the 'good' repair standard Source: Ca Schools Dashboard	2022-23 0 Instances			Maintain 0 Instances	
3.3	Students without access to their own instructional materials Source: Ca Schools Dashboard	2022-23 0 Instances			Maintain 0 Instances	
3.4	Implementation of State Standards Source: Ca Schools Dashboard	2022-23 Professional Development average score 5 Instructional Materials average score 5 Policy and Program Support average score 5 Implementation of Standards average score 5			Professional Development average score 5 Instructional Materials average score 5 Policy and Program Support average score 5 Implementation of Standards average score 5	

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	Induction, Recruitment and Retention	The district will recruit and retain qualified staff to meet the needs of students by offering a teacher induction program, delivery of strategic plans to recruit and maintain high-caliber personnel, and fostering a work environment that promotes staff well-being and retention, in order to increase student achievement for our unduplicated students so they have continuity of personnel to support their needs. This action is focused on Low-income, foster youth and English learner students. It will be measured by: M1.1, M3.3	$94,363.50	Yes
3.2	Supplemental Instructional Materials	The district will allocate resources to procure and distribute supplemental instructional materials across all grade levels and subject areas to enhance teaching and learning that support diverse learning styles, address individual student needs, and reinforce core curriculum objectives, focusing	$50,240.69	No

Action #	Title	Description	Total Funds	Contributing
		on Low-income and English learner students in order to increase student achievement. This action will be measured by. This action will be measured by M1.1, M1.3, M1.4, M1.5, M3.4		
3.3	Technology Engagement	The district will integrate technology and adopt innovative teaching practices to enhance the core program by providing certificated and classified staff to ensure technology materials are student-focused, culturally relevant, increase student engagement and monitoring of learning progress, focused on Low-income and English learner students in order to increase student achievement. This action will be measured by: M.1.7, M2.1, M3.2.	$463,401.84	Yes

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
$11,762,699	$1,224,363

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
26.589%	0.000%	$0.00	26.589%

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	**Action:** Professional Development **Need:** The 2023 CA School Dashboard shows student achievement levels on the CAASPP (California Assessment of Student Performance and Progress) English Language Arts (ELA) and math. Overall, students perform better in ELA compared to Math, as	To enhance ELA and math skills across all grades and student groups, particularly to address Low-income and foster youth students as they lag significantly below the general student group. The district is providing LEA-wide targeted professional development to support educators (teachers, instructional staff, and administrators) in meeting their identified needs. According to the research of Linda Darling Hammond from the Learning Policy Institute, in turn, effective professional	This action will be measured by the metrics identified in the action description.

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
	indicated by the positive DFS score for ELA (3.6 DFS) and the negative DFS score for Math (-37.7 DFS), showing a smaller achievement gap in ELA. There is still a need for improvement in Math performance across the student population, as students are performing below the standard in this subject. Low-Income students perform better in ELA compared to Math, indicating a smaller achievement gap (-8.3 DFS vs. -49.3 DFS). There is a significant need for improvement in math performance among Low-income students, as they are performing below the standard in this subject. While both ELA and Math scores indicate significant challenges, Foster Youth students perform better in ELA compared to Math, with a smaller DFS score (-71.4 DFS vs. -120 DFS) indicating a smaller achievement gap. There is a critical need for improvement in both ELA and Math performance among Foster Youth students, with particularly urgent attention required in math. In summary, while the overall student group performs better in ELA compared to Math, there are significant variations in performance and achievement gaps across different student subgroups. STAR ELA data for EL, foster youth and Low-income indicate a need to increase professional development in the Science of Reading and application of a minimum of 60 minutes per day in grades K, 1 and 2. According to the assessment data from the 2023-24 academic year and the input provided	development (PD) is needed to help teachers learn and refine the instructional strategies required to teach these skills. Our Teacher on Assignment (TOA) and job-embedded coaching initiatives are fundamental components in our strategy to address academic gaps, particularly among students who may have limited opportunities to receive academic support at home. Professional development will be provided to classroom teachers, administrators and other instructional staff ensuring they have the tools and knowledge necessary to effectively promote ELA and math literacy development in grades TK-8. The district's job-embedded coaching model integrates professional development directly into the day-to-day work of teachers. Administrators, TOAs, and release teachers serving as coaches work closely with teachers to identify areas for growth, develop action plans, and provide ongoing feedback and support. This approach ensures that professional learning is relevant, contextualized, and immediately applicable to classroom practice, to address our Low-income and foster youth students who depend on differentiated instruction. The district will also contract with experts in math and ELA to provide teachers with explicit content knowledge to plan effective instruction. The district also recognizes the importance of equipping administrators with the knowledge and skills to support and sustain effective teacher efficacy schoolwide. To this end, the district will	

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
	by educational partners, it has become evident a need for ongoing professional development for educators and administrators is critical to improve outcomes for the identified students, particularly Low-income and foster youth. Parents, community members, educators, staff, and administrators across the district, including SELPA (Special Education Local Plan Area) and bargaining units, have highlighted the necessity for continuous professional development. This development would support educators and staff with resources addressing student academic needs, formative assessments, dedicated Teachers-On-Assignment, development of administrative capacity, and centralized professional development available throughout the day, after school, and through job-embedded coaching on engagement strategies, as well as coaching for new and temporary teachers. Targeted interventions and support are essential to address the specific needs of each subgroup and promote equitable educational outcomes. Hence, educators at all levels will need professional development and coaching to improve classroom instruction, tiered interventions and differentiated lessons. **Scope:** LEA-wide	offer capacity-building workshops and training opportunities for school leaders, focusing on topics such as instructional leadership, data analysis, and creating a culture of continuous improvement.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.2	**Action:** Tiered Intervention Support **Need:** The 2023 CA School Dashboard shows student achievement levels on the CAASPP (California Assessment of Student Performance and Progress) English Language Arts (ELA) and math. Overall, students perform better in ELA compared to Math, as indicated by the positive DFS score for ELA (3.6 DFS) and the negative DFS score for Math (-37.7 DFS), showing a smaller achievement gap in ELA. There is still a need for improvement in Math performance across the student population, as students are performing below the standard in this subject. Low-Income students perform better in ELA compared to Math, indicating a smaller achievement gap (-8.3 DFS vs. -49.3 DFS). There is a significant need for improvement in math performance among Low-income students, as they are performing below the standard in this subject. While both ELA and Math scores indicate significant challenges, Foster Youth students perform better in ELA compared to Math, with a smaller DFS score (-71.4 DFS vs. -120 DFS) indicating a smaller achievement gap. There is a critical need for improvement in both ELA and Math performance among Foster Youth students, with particularly urgent attention required in math. In summary, while the overall student group performs better in ELA compared to Math, there are significant variations in	To enhance ELA and math skills across all grades, the district is launching LEA-wide interventions implemented at each school site to support Low-income and foster youth students. Through an LEA-wide integrated framework of Multi-Tiered System of Supports (MTSS) approach, it provides a comprehensive framework for identifying and addressing the academic and behavioral needs of all students, including low-income and foster youth populations. Through MTSS, we will systematically assess student needs, differentiate instruction based on individual learning profiles, and provide targeted interventions at various tiers of support. This proactive approach allows us to identify struggling students early, provide prompt interventions, and monitor their progress over time. To address the academic needs of low-income and foster youth students, our district is implementing a multifaceted approach that includes dedicated intervention teachers and coordinators at each school, along with the addition of extended intervention teachers at the elementary schools to provide targeted support. Additionally, we are committed to reducing class sizes in key intervention settings to facilitate more personalized instruction. To complement additional staffing, we are investing in a wide range of intervention materials tailored to meet the diverse learning needs of our students. To ensure effective monitoring of student progress, we are implementing various local assessment systems that provide timely and actionable data to inform instruction and intervention efforts. By aligning	This action will be measured by the metrics identified in the action description.

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
	performance and achievement gaps across different student subgroups. STAR ELA data for EL, foster youth and Low-income indicate a need to increase professional development in the Science of Reading and application of a minimum of 60 minutes per day in grades K, 1 and 2. According to the assessment data from the 2023-24 academic year and the input provided by educational partners, it has become evident a need for ongoing interventions that are tailored to identified student needs. During the LCAP development period, parents, guardians, teachers, staff, administrators, community members and students have shared a need to bolster interventions for students not meeting grade-level standards through more teachers, intervention programs, centralized strategies within the student data system, weekly professional learning communities, and assessment systems to track progress particularly for our Low-income and foster youth students. Targeted interventions and support are essential to address the specific needs of each subgroup and promote equitable educational outcomes. The district is working to implement a multi-tiered system of support which outlines how schools will create opportunities in tier I, tier II and tier III interventions so students have support matched to their identified need.	these initiatives with the unique needs of low-income and foster youth students, we aim to create a supportive learning environment that fosters academic growth and success for all. By embedding MTSS principles into our intervention strategies, we aim to create a cohesive system of support that ensures equitable access to high-quality education and promotes positive outcomes for every student, particularly those facing additional challenges due to socioeconomic factors or foster care involvement.	

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
	Scope: LEA-wide		
1.4	**Action:** College and Career Preparedness **Need:** The 2023 CA School Dashboard shows student achievement levels on the CAASPP (California Assessment of Student Performance and Progress) English Language Arts (ELA) and math. Overall, students perform better in ELA compared to Math, as indicated by the positive DFS score for ELA (3.6 DFS) and the negative DFS score for Math (-37.7 DFS), showing a smaller achievement gap in ELA. There is still a need for improvement in Math performance across the student population, as students are performing below the standard in this subject. Low-Income students perform better in ELA compared to Math, showing a smaller achievement gap (-8.3 DFS vs. -49.3 DFS). There is a significant need for improvement in math performance among Low-income students, as they are performing below the standard in this subject. In summary, while the overall student group performs better in ELA compared to Math, there are significant variations in performance and achievement gaps across different student subgroups. Based on assessment data from the 2023-24 academic year and input from educational partners, LEA-wide programs are needed to	To enhance college and career preparedness across all grades, the district is launching districtwide programs and resources at each school site to support Low-income and foster youth students have meaningful opportunities to develop college and career awareness and preparation. Low-income and foster youth students are underrepresented in college enrollment and career pathways due to limited experiences and access to enrichment programs. Our local student data confirmation process shows families of Low-income or foster youth students have not yet reached higher educational college degrees. Implementing LEA-wide initiatives such as the AVID program, college awareness activities at the elementary level, college visits, after-school enrichment clubs, and parent workshops serves as a crucial foundation for fostering college and career pathways for low-income and foster youth students as they transition from elementary school to high school and beyond. These programs provide invaluable exposure to college readiness skills, instilling the importance of higher education and career exploration early on. By offering opportunities for hands-on learning experiences, college campus visits, and engagement with professionals from various fields, students gain insight into potential career paths and develop the necessary skills and aspirations for post-secondary success. Moreover, parent workshops equip families with essential resources and	This action will be measured by the metrics identified in the action description.

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
	prepare students matriculating out of the district prepared for a generative high school experience that leads them towards college and career pathways. Moreover, parents, DAC, DELAC, staff, teachers, students, site and district administrators, community members, and the SELPA (Special Education Local Plan Area) administrator have all voiced the need to ensure the district offers programs and resources that prepare all students for high school and beyond, focusing on college and career initiatives, programs, and services. **Scope:** LEA-wide	support networks to navigate the college application process and advocate for their children's educational aspirations, empowering students from underserved backgrounds (Low-income, homeless youth and foster youth) to pursue and achieve their college and career goals.	
1.5	**Action:** Broad Course of Study **Need:** The 2023 CA School Dashboard shows student achievement levels on the CAASPP (California Assessment of Student Performance and Progress) English Language Arts (ELA) and math. Overall, students perform better in ELA compared to Math, as indicated by the positive DFS score for ELA (3.6 DFS) and the negative DFS score for Math (-37.7 DFS), showing a smaller achievement gap in ELA. There is still a need for improvement in Math performance across the student population, as students are performing below the standard in this subject. Low-Income students perform better in ELA	To address the specific needs of low-income and foster youth students identified on the 2023 CA School Dashboard, providing access to a broad course of study offers numerous benefits to all students, enriching their overall educational experience and fostering well-rounded development. These experiences are limited for these student groups as families often work more than one job and have limited resources and time to dedicate enrichment experiences to their children at home. The district is providing LEA-wide programs to scale up resources to support the objective of increasing academic achievement of Low-income and foster youth students by offering increased broad course of studies at the elementary and middle schools.	This action will be measured by the metrics identified in the action description.

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
	compared to Math, indicating a smaller achievement gap (-8.3 DFS vs. -49.3 DFS). There is a significant need for improvement in math performance among Low-income students, as they are performing below the standard in this subject. While both ELA and Math scores indicate significant challenges, Foster Youth students perform better in ELA compared to Math, with a smaller DFS score (-71.4 DFS vs. -120 DFS) indicating a smaller achievement gap. There is a critical need for improvement in both ELA and Math performance among Foster Youth students, with particularly urgent attention required in math. English Learners demonstrate stronger performance in ELA compared to Math, with a smaller DFS score (-21.3 DFS vs. -51.1 DFS) indicating a smaller achievement gap. There is a significant need for improvement in math performance among English Learners, as they are performing below the standard in this subject. While data is currently not available for LTELs (Long Term English Learners), the district is committed to providing services and support for this student group to provide opportunities of growth in ELA and math. With 52.5% of ELs making progress towards proficiency as measured by the annual English Language Proficiency Assessment, there is evident need in language acquisition and skill development within this student group. In summary, while the overall student group performs better in ELA compared to Math,	Exposure to diverse subjects and extracurricular activities cultivates critical thinking skills, creativity, and problem-solving abilities, preparing students for success in an increasingly complex and interconnected world. Furthermore, participation in varied educational experiences promotes social and emotional growth, encouraging students to explore their interests, build confidence, and develop leadership qualities. By offering a comprehensive range of enrichment opportunities, including classes in Visual and Performing Arts (VAPA), afterschool programs, and extracurricular clubs, schools create inclusive learning environments that celebrate students' diverse talents and interests, nurturing a sense of belonging and fostering a lifelong love of learning. Thus, ensuring access to a broad course of study for students on an LEA-wide basis, it not only enhances academic achievement but also contributes to the holistic development of students, equipping them with the skills and competencies needed to thrive in both their academic pursuits and future careers.	

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
	there are significant variations in performance and achievement gaps across different student subgroups. Based on assessment data from the 2023-24 academic year and input from educational partners, an emphasis was noted in the importance of providing a broad curriculum that promotes a well-rounded education for every student, particularly focuses on Low-income and foster youth students. **Scope:** LEA-wide		
1.6	**Action:** Engagement Strategies Support **Need:** The 2023 CA School Dashboard shows student achievement levels on the CAASPP (California Assessment of Student Performance and Progress) English Language Arts (ELA) and math. Overall, students perform better in ELA compared to Math, as indicated by the positive DFS score for ELA (3.6 DFS) and the negative DFS score for Math (-37.7 DFS), showing a smaller achievement gap in ELA. There is still a need for improvement in Math performance across the student population, as students are performing below the standard in this subject. Low-Income students perform better in ELA compared to Math, showing a smaller	To address the specific needs of low-income, English learner and foster youth students identified on the 2023 CA School Dashboard, the district will ensure students are provided daily opportunities to develop listening, speaking, reading, and writing skills across all content areas and elective courses. The LEA-wide initiative ensures evidence-based engagement strategies are embedded at least once in each content lesson daily. John Hattie's research underscores the vital importance of lessons incorporating cooperative learning and active student engagement. These approaches have a profound positive impact on learning outcomes, particularly benefiting low-income, foster youth, and English learner students. By fostering collaboration and active participation, these methods address educational disparities,	This action will be measured by the metrics identified in the action description.

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
	achievement gap (-8.3 DFS vs. -49.3 DFS). There is a significant need for improvement in math performance among Low-income students, as they are performing below the standard in this subject. While both ELA and Math scores indicate significant challenges, Foster Youth students perform better in ELA compared to Math, with a smaller DFS score (-71.4 DFS vs. -120 DFS) indicating a smaller achievement gap. There is a critical need for improvement in ELA and Math performance among Foster Youth students, with urgent attention needed to math. English Learners show stronger performance in ELA compared to Math, with a smaller DFS score (-21.3 DFS vs. -51.1 DFS) indicating a smaller achievement gap. There is a significant need for improvement in math performance among English Learners, as they are performing below the standard in this subject. While data is currently not available for LTELs (Long Term English Learners), the district is committed to providing services and support for this student group to provide opportunities of growth in ELA and math. With 52.5% of ELs making progress towards proficiency as measured by the annual English Language Proficiency Assessment, there is evident need in language acquisition and skill development within this student group. In summary, while the overall student group performs better in ELA compared to Math, there are significant variations in performance	promote critical thinking, and enhance social-emotional development. Hattie's findings highlight the significance of creating inclusive, interactive learning environments where all students can thrive academically and develop essential skills for future success. The LEA-wide implementation of dedicated coaching, administrator instructional walkthroughs and professional development for administrators and teachers will ensure all lessons include a minimum of one embedded active student engagement strategy to increase the academic performance in all content areas, particularly focused on low-income, foster youth and English learner students.	

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
	and achievement gaps across different student subgroups. All educational partners said students need to develop and practice daily literacy skills in reading, writing, speaking (discourse) and listening across all content subjects. Teachers must receive ongoing support to ensure engagement strategies are embedded in each lesson. This will ensure students develop communicative skills to be successful members of their school and community. **Scope:** LEA-wide		
2.1	**Action:** Family Engagement Support **Need:** According to the Annual Family Survey, in 2023-24 97% Feel School Encourages Family Engagement. This metric requires the district to maintain and expand on programs as student needs vary from student group to absenteeism and suspension data. The data on chronic absenteeism rates for the 2022-23 academic year reveals notable disparities across student subgroups. The overall chronic absenteeism rate stands at 22.8%, indicating that approximately 22.8% of students are absent for a significant portion of the school year. Low-Income students have a	As identified on the 2023 CA School Dashboard, Low-income students are experiencing increased suspension rates and chronic absenteeism rates. The district will ensure LEA-wide practices to increase the home-school connection by providing dedicated parent involvement coordinators, dedicated district and site certificated and classified staff, programs and workshops for Low-income, homeless, foster youth and English learner families so they may feel a greater capacity to support their child's academic and social-emotional wellness. Overall, the data underscores the importance of addressing chronic absenteeism as a barrier to academic success, particularly among student subgroups such as Low-Income students. In response to family surveys, the district will provide	This action will be measured by the metrics identified in the action description.

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
	higher chronic absenteeism rate of 25.7%, indicating that a larger proportion of students from low-income backgrounds are missing school compared to the overall student population. English Learners exhibit a lower chronic absenteeism rate of 17.9% compared to the overall student population, suggesting that fewer EL students are chronically absent from school. Foster Youth students have the lowest chronic absenteeism rate among the groups listed, with only 9.3% of students classified as chronically absent. This indicates a positive trend towards higher attendance rates among foster youth students compared to other student subgroups which support foster youth family engagement at the district and site levels. To address the specific needs of low-income, foster youth and English learner students as identified through the educational partner engagement process. Parents, staff, DAC, DELAC, and community members have highlighted the necessity of workshops for families and guardians to aid them in supporting their children's success in school, understanding the US school system, digital citizenship, health, social-emotional learning, and academics. **Scope:** LEA-wide	LEA-wide Parent Guardian Academy workshops (PGA) at school sites and the district office, according to the time families reported as most convenient from the Superintendent's monthly survey. Workshops on internet safety, wellness, drugs and substance abuse, English learner supports, foster youth and homeless resources, community outreach, culturally responsive practices, and basic needs support. These topics along with the implementation of evidence-based family engagement strategies will increase family engagement for Low-income students as well as other student groups at schools on an LEA-wide basis. By implementing family engagement opportunities and workshops, the district provides support for families to remove barriers to their child attending school daily.	

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
2.2	**Action:** Social-Emotional Learning Support **Need:** The data on chronic absenteeism rates for the 2022-23 academic year reveals notable disparities across student subgroups. The overall chronic absenteeism rate stands at 22.8%, indicating that approximately 22.8% of students are absent for a significant portion of the school year. Low-Income students have a higher chronic absenteeism rate of 25.7%, indicating that a larger proportion of students from low-income backgrounds are missing school compared to the overall student population. English Learners exhibit a lower chronic absenteeism rate of 17.9% compared to the overall student population, suggesting that fewer EL students are chronically absent from school. Foster Youth students have the lowest chronic absenteeism rate among the groups listed, with only 9.3% of students classified as chronically absent. This indicates a positive trend towards higher attendance rates among foster youth students compared to other student subgroups. The suspension rate data for the 2022-23 academic year shows significant variations across student subgroups. The overall suspension rate is 1.5%, indicating that 1.5% of all students received suspension during the academic year. Low-Income students have a slightly higher suspension rate of 1.8% compared to the overall student population,	To address the specific needs of low-income students identified in the 2023 CA School Dashboard as experiencing increased suspension and chronic absenteeism rates, the district is implementing a comprehensive approach. This initiative involves LEA-wide programs focused on positive behavior intervention and support strategies across all tiers. By providing certificated and classified staff with curriculum on Social-Emotional Learning, as well as access to mental health clinicians and community referrals, counseling staff, and relevant materials, we aim to create a supportive environment conducive to student well-being and success. This LEA-wide initiative ensures that evidence-based social-emotional support and strategies are available to all students, particularly those experiencing higher rates of suspension. Tier II and III strategies, such as restorative practices, trauma-informed approaches, and dedicated staff to enhance the home-school connection with families, will be implemented to address the identified needs of these students effectively. To address these needs effectively, we are implementing several initiatives. Our mental health staff will be deployed to provide personalized support and guidance to students. Social-emotional curricula will be integrated into our educational programs to promote holistic well-being. Professional development opportunities in restorative practices and trauma-informed approaches will empower educators to create nurturing and inclusive environments. Furthermore, family workshops will be offered to	This action will be measured by the metrics identified in the action description.

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
	suggesting that a slightly larger proportion of low-income students experienced suspension. English Learners exhibit a lower suspension rate of 0.8% compared to the overall student population, indicating that fewer EL students were subject to suspensions. Foster Youth students have a suspension rate of 0%, indicating that no foster youth students received suspensions during the academic year. In response to feedback from educational partners and analyzing the data from the Ca School Dashboard, it has become clear that there is a pressing need for increased social-emotional interventions and support provided on an LEA-wide basis. Students are seeking connection, wellness, and strategies for positive conflict management and interaction among their peers. **Scope:** LEA-wide	enhance the home-school connection and support parents in fostering their children's social-emotional development. Specialized support will also be provided for foster youth and other identified student groups, ensuring that all students have access to the resources and support they need to thrive emotionally and academically.	
2.3	**Action:** Positive Behavior and Support **Need:** The suspension rate data for the 2022-23 academic year shows significant variations across student subgroups. The overall suspension rate is 1.5%, showing that 1.5% of all students received suspension during the academic year. Low-Income students have a	To address the specific needs of low-income students identified on the 2023 CA School Dashboard as experiencing increased suspension rates challenges, the district is implementing multi-tiered systems of support (MTSS). Students will be provided with positive behavior intervention and support (PBIS) strategies at all tiers on an LEA-wide basis, utilizing progress monitoring inventory assessments at each school to track effectiveness. This LEA-wide initiative ensures evidence-based	This action will be measured by the metrics identified in the action description.

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
	slightly higher suspension rate of 1.8% compared to the overall student population, suggesting that a slightly larger proportion of low-income students experienced suspension. English Learners show a lower suspension rate of 0.8% compared to the overall student population, indicating that fewer EL students were subject to suspensions. Foster youth students have a suspension rate of 0%, indicating that no foster youth students received suspensions during the academic year. Concerns have been raised by various educational partners, including parents, teachers, site and district administrators, CTO, CSEA, staff, students, DAC, DELAC, SELPA (Special Education Local Plan Area), and the community, about the escalating need for attention to student behavior in schools, which directly affects student learning and wellness. **Scope:** LEA-wide	PBIS strategies are accessible to all students, particularly those facing higher rates of suspension. Tier II and III strategies, such as restorative practices, PBIS rewards program, school counseling services, trauma-informed approaches, and dedicated staff to nurture positive student interactions, will be employed to meet the identified needs of these students effectively. Additionally, proactive measures will be taken to promote attendance through PBIS strategies, fostering a positive school climate conducive to student engagement and success. Overall, the data suggests that English Learners and Foster Youth students experienced lower suspension rates compared to the overall student population and Low-Income students. This may indicate the effectiveness of targeted counseling and mentor support and restorative practice strategies tailored to the needs of these student subgroups. However, the slightly higher suspension rate among Low-Income students calls for added districtwide PBIS tiered systems of support, schools can work towards creating more positive learning environments at school. To address the need raised by educational partners, an action within the LCAP focuses on implementing tiered positive behavior intervention strategies. This includes providing professional development, programs, resources, and incentives aimed at fostering a positive school climate conducive to student success.	

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	**Action:** Engagement and Attendance Support **Need:** The data on chronic absenteeism rates for the 2022-23 academic year reveals notable disparities across student subgroups. The overall chronic absenteeism rate stands at 22.8%, indicating that approximately 22.8% of students are absent for a significant portion of the school year. Low-Income students have a higher chronic absenteeism rate of 25.7%, indicating that a larger proportion of students from low-income backgrounds are missing school compared to the overall student population. English Learners show a lower chronic absenteeism rate of 17.9% compared to the overall student population, suggesting that fewer EL students are chronically absent from school. Foster Youth students have the lowest chronic absenteeism rate among the groups listed, with only 9.3% of students classified as chronically absent. This shows a positive trend towards higher attendance rates among foster youth students compared to other student subgroups. Parents, administrators, teachers, and community members expressed concerns about increased student chronic absenteeism since the return to school from the COVID 19 pandemic. **Scope:**	To address the specific needs of low-income students identified on the 2023 CA School Dashboard as experiencing increased chronic absenteeism rates, the district is implementing targeted measures. Dedicated staff will work closely with families to identify and remove barriers preventing their children from attending school regularly. Through differentiated monitoring programs, district and school-certified and classified staff will conduct on-the-spot attendance calls to families, providing personalized support to ensure daily attendance. Research indicates that chronically absent students are at greater risk of academic struggles, dropout, and decreased college and career readiness. Therefore, our LEA-wide initiative aims to provide comprehensive support through programs, initiatives, and dedicated staff to assist struggling students and their families in prioritizing regular and punctual school attendance, thus laying a solid foundation for academic success and future opportunities. To address the need raised by educational partners, an action has been included in the LCAP to provide dedicated district and school staff, programs, family resources and workshops, and District Attendance Team who will monitor attendance data regularly and meet with parents and students to determine that supports are being provided and student needs are being heard. Overall, the data underscores the importance of addressing chronic absenteeism as a barrier to academic success, particularly among student subgroups such as Low-Income students. By	This action will be measured by the metrics identified in the action description.

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
	LEA-wide	implementing LEA-wide targeted interventions and support services, schools can work towards reducing chronic absenteeism rates and ensuring that all students have equitable access to consistent and meaningful educational opportunities.	
2.5	**Action:** Mentor Support **Need:** The data on chronic absenteeism rates for the 2022-23 academic year reveals notable disparities across student subgroups. The overall chronic absenteeism rate stands at 22.8%, indicating that approximately 22.8% of students are absent for a significant portion of the school year. Low-Income students have a higher chronic absenteeism rate of 25.7%, indicating that a larger proportion of students from low-income backgrounds are missing school compared to the overall student population. English Learners exhibit a lower chronic absenteeism rate of 17.9% compared to the overall student population, suggesting that fewer EL students are chronically absent from school. Foster Youth students have the lowest chronic absenteeism rate among the groups listed, with only 9.3% of students classified as chronically absent. This indicates a positive trend towards higher attendance rates among foster youth students compared to other student subgroups.	To address the specific needs of low-income students identified on the 2023 CA School Dashboard as experiencing increased suspension and chronic absenteeism rates, the district is introducing districtwide mentorship services. Research indicates that when students form positive relationships with caring and responsible school staff, they are more likely to engage positively in school and with their peers. To ensure students receive tiered mentorship support (Tier I, II, and III), the district will maintain staff resources on a districtwide basis. These dedicated certificated and classified staff members will provide personalized mentorship to students, fostering a supportive environment conducive to academic success and improved attendance. This encompasses a range of vital activities, including regular student interactions, check-ins, modeling positive behavior, intervening to redirect negative behavior, fostering enhanced communication and collaboration with parents and guardians, and implementing restorative conflict management strategies alongside trauma-informed practices. Overall, the data suggests that English Learners and foster youth students experienced lower	This action will be measured by the metrics identified in the action description.

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
	The suspension rate data for the 2022-23 academic year shows significant variations across student subgroups. The overall suspension rate is 1.5%, indicating that 1.5% of all students received suspension during the academic year. Low-Income students have a slightly higher suspension rate of 1.8% compared to the overall student population, suggesting that a slightly larger proportion of low-income students experienced suspension. English Learners show a lower suspension rate of 0.8% compared to the overall student population, indicating that fewer EL students were subject to suspensions. Foster Youth students have a suspension rate of 0%, showing that no foster youth students received suspension during the academic year. Educational partners have collectively underscored the urgent importance of allocating staff to address the needs of students requiring tier 2 and 3 individualized supports. **Scope:** LEA-wide	suspension rates compared to the overall student population and Low-Income students. This may show the effectiveness of districtwide targeted counseling and mentor support and restorative practice strategies tailored to the needs of these student subgroups. However, the slightly higher suspension rate among Low-income students calls for added mentorship support ensuring that all students have equitable access to consistent and meaningful educational opportunities.	
2.6	**Action:** Health and Wellness Support **Need:** The data on chronic absenteeism rates for the 2022-23 academic year reveals notable disparities across student subgroups. The	To effectively address the specific needs of low-income students identified on the 2023 CA School Dashboard as experiencing increased chronic absenteeism and suspension rates, the district is implementing targeted measures. Additional staff and programs focused on student health and wellness will be provided districtwide. Research	This action will be measured by the metrics identified in the action description.

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
	overall chronic absenteeism rate stands at 22.8%, showing that approximately 22.8% of students are absent for a significant portion of the school year. Low-Income students have a higher chronic absenteeism rate of 25.7%, showing that a larger proportion of students from low-income backgrounds are missing school compared to the overall student population. English Learners exhibit a lower chronic absenteeism rate of 17.9% compared to the overall student population, suggesting that fewer EL students are chronically absent from school. Foster Youth students have the lowest chronic absenteeism rate among the groups listed, with only 9.3% of students classified as chronically absent. This indicates a positive trend towards higher attendance rates among foster youth students compared to other student subgroups. The suspension rate data for the 2022-23 academic year shows significant variations across student subgroups. The overall suspension rate is 1.5%, indicating that 1.5% of all students received suspension during the academic year. Low-Income students have a slightly higher suspension rate of 1.8% compared to the overall student population, suggesting that a slightly larger proportion of low-income students experienced suspension. English Learners exhibit a lower suspension rate of 0.8% compared to the overall student population, indicating that fewer EL students were subject to suspensions. Foster Youth students have a suspension rate of 0%,	consistently highlights the pivotal role of prioritizing student health and wellness in fostering positive school attendance and peer interactions. When students' fundamental needs, such as access to nutritious meals, adequate sleep, and emotional support, are met, they are more likely to attend school regularly and engage positively with their peers. Studies further underscore that interventions addressing these needs positively impact students' overall well-being, leading to improved attendance and enhanced social interactions. By cultivating a school environment that prioritizes health and wellness, educators lay a solid foundation for academic success and positive social development, benefiting the entire school community. In response to the needs raised by educational partners, the district is committed to implementing a range of initiatives on an LEA-wide basis. This includes expanding elementary and middle school sports and activities, deploying health clerks at school sites, increasing the number of nurses, offering wellness programs and family workshops, and providing staff with professional development opportunities focused on student wellness. By prioritizing these measures, the district aims to create a nurturing environment that promotes the holistic health and well-being of all students. Overall, the data suggests that the slightly higher suspension rate among low-income students calls for the allocation of resources, staff, and support dedicated to health and wellness initiatives. By ensuring that students receive a well-rounded	

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
	indicating that no foster youth students received suspensions during the academic year. Parents, staff, teachers, and community members have collectively underscored the critical importance of ensuring comprehensive support for every aspect of a child's well-being, including their physical health and wellness. **Scope:** LEA-wide	approach that encompasses their physical well-being and ability to participate in healthy peer-to-peer interactions, particularly through sports activities, we can better address the underlying factors contributing to suspension rates and foster a supportive environment conducive to student success.	
3.1	**Action:** Induction, Recruitment and Retention **Need:** According to the 2023-24 local survey, 89% of classified and certificated staff agree that they receive adequate support to excel in their roles. Furthermore, the district is steadfast in its commitment to ensuring all teachers are appropriately credentialed teachers. Low-Income students have a slightly higher suspension rate of 1.8% compared to the overall student population, Low-Income students also have a higher chronic absenteeism rate of 25.7%. Academically, overall students perform better in ELA compared to Math, as indicated by the positive DFS score for ELA (3.6 DFS) and the negative DFS score for Math (-37.7 DFS), showing a smaller achievement gap in ELA. There is still	To effectively address the specific needs of low-income students shown on the 2023 CA School Dashboard, including increased suspension rates, chronic absenteeism, and proficiency gaps in ELA and math, the district will enact a comprehensive set of initiatives. This includes implementing a LEA-wide staff induction program, enhancing recruitment efforts, providing targeted professional development, and implementing strategies to promote staff retention. These measures aim to ensure a stable and consistent workforce, reducing teacher and staff turnover, and fostering a supportive environment conducive to student success.	This action will be measured by the metrics identified in the action description.

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
	a need for improvement in Math performance across the student population, as students are performing below the standard in this subject. However, Low-Income students perform better in ELA compared to Math as a cohort, showing a smaller achievement gap (-8.3 DFS vs. -49.3 DFS). There is a significant need for improvement in math performance among Low-income students, as they are performing below the standard in this subject and in ELA compared to the overall student group. Our educators, support personnel, leaders, bargaining entities, DAC, DELAC, and SELPA (Special Education Local Plan Area) have highlighted the necessity to bolster LEA-wide efforts in staff retention and recruitment, aiming to attract the most qualified professionals to serve our diverse student body, particularly our Low-income students. **Scope:** LEA-wide		
3.3	**Action:** Technology Engagement **Need:** In the 2023-24 academic year, 65.8% of educational partners strongly agreed or agreed on the effective application of technology in the classroom. This baseline metric serves as a foundation for our ongoing commitment to supporting technology	Moving forward, our commitment to fostering innovative teaching practices that harness technology to enrich student learning experiences remains steadfast. This commitment is especially vital for our Low-income students, as highlighted by the 2023 CA School Dashboard results on Chronic Absenteeism, indicating a need to enhance their engagement in school. To address this, our district will allocate LEA-wide resources dedicated to technology integration. These	This action will be measured by the metrics identified in the action description.

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
	integration in educational settings on a districtwide basis. Low-income students have a higher chronic absenteeism rate of 25.7%, English Learners at 17.9% chronically absent, indicating that a larger proportion of students from low-income backgrounds are missing school compared to the overall student population. Furthermore, there is unanimous agreement among our educational partners to involve students with state-of-the-art technological tools within the educational environment, preparing them for future pursuits. **Scope:** LEA-wide	resources will include specialized site technicians, certificated teacher training in technology integration, professional development opportunities focused on incorporating technology into lesson planning, access to resources and tools that promote student learning and engagement, opportunities for coding application and classes, parent workshops on digital literacy, and additional digital tools and hardware to support digital learning initiatives. Through these comprehensive efforts, we aim to create an inclusive and dynamic learning environment where all students, including those from Low-income backgrounds, can thrive academically and develop essential digital literacy skills for success in the 21st century. To address the feedback from our educational partners, we are implementing LEA-wide strategic initiatives and providing professional development opportunities to enable educators to seamlessly integrate technology into their teaching methods. By doing so, we are equipping students with the essential skills and competencies required to excel in an increasingly digitalized world. Through these comprehensive efforts, we aim to create an inclusive and dynamic learning environment where all students, including those from Low-income backgrounds, can thrive academically and develop essential digital literacy skills for success in the 21st century.	

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
1.3	**Action:** EL Academic and Language Support **Need:** The 2023 CA School Dashboard shows student achievement levels on the CAASPP (California Assessment of Student Performance and Progress) English Language Arts (ELA) and math. Overall, students perform better in ELA compared to Math, as indicated by the positive DFS score for ELA (3.6 DFS) and the negative DFS score for Math (-37.7 DFS), showing a smaller achievement gap in ELA. There is still a need for improvement in Math performance across the student population, as students are performing below the standard in this subject. English Learners demonstrate stronger performance in ELA compared to Math, with a smaller DFS score (-21.3 DFS vs. -51.1 DFS) indicating a smaller achievement gap. There is a significant need for improvement in math performance among English Learners, as they are performing below the standard in this subject. While data is currently not available for LTELs, the district is committed to providing services and support for this student group to provide opportunities of growth in ELA and math.	The district acknowledges the ongoing challenge of ensuring equitable access to resources and support for ELs to achieve full English proficiency. To enhance programs and services for English learners, districtwide efforts to refine and expand instructional strategies, along with sustained investment in professional development for educators, will be essential to further advance the language proficiency outcomes of ELs and promote educational equity within the district. Districtwide professional development will prioritize culturally responsive teaching practices to create inclusive learning environments that affirm and celebrate the diverse linguistic and cultural backgrounds of ELs and LTELs. To facilitate ongoing progress monitoring, we will implement regular assessments to track academic and English proficiency growth, using data to inform instructional decision-making and intervention strategies. By ensuring daily language acquisition through dedicated English Language Development (ELD) instruction, teachers will ensure ELs receive targeted language support tailored to their proficiency levels. Additionally, educators will integrate language and content instruction across all subject areas, ensuring that ELs have meaningful access to grade-level curriculum while	This action will be measured by the metrics identified in the action description.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	With 52.5% of ELs making progress towards proficiency as measured by the annual English Language Proficiency Assessment, there is evident need in language acquisition and skill development within this student group. This baseline underscores the efficacy of targeted instructional interventions and support services implemented to address the unique needs of ELs. Our LTELs total 69 students, with 10.1% at level 1, 15.9% at level 2, 43.5% level 3 and 30.4% at level 4. Our LTELs are clustered in grades 6, 7, and 8. We have identified a need to support our middle school teachers with professional development on improving differentiation and engagement strategies to support these students. Based on assessment data from the 2023-24 academic year and input from educational partners, dedicated English Language Development (ELD) programs are essential to ensure academic gains for English learners and to close the achievement gap. Through engagement sessions with education partners, additional needs were identified by various stakeholders, including teachers, administrators, instructional staff, DELAC, DAC, and district administrators. These needs include enhancing language and intervention support for English learners through additional resources, classified paraprofessionals, materials, increased paraprofessional support in middle schools, EL parent workshops, Newcomer professional development, AVID Excel for Long Term English Learners (LTEL)	simultaneously developing their English language skills.	

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	at middle schools, and dedicated EL support teachers at the middle school level. Targeted interventions and teacher capacity building in evidence based EL strategies, along with administrator workshops, are crucial for addressing academic gaps in CAASPP ELA and math for English learners. **Scope:** Limited to Unduplicated Student Group(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.

Not 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.

Maintain 11 FTE assigned in 2023-24 for class size reduction in 2024-25, as identified in Goal 1, action 6.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	No comparison schools, therefore not applicable.	No comparison schools, therefore not applicable.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of certificated staff providing direct services to students	No comparison schools, therefore not applicable.	No comparison schools, therefore not applicable.

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 (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	44,239,473	11,762,699	26.589%	0.000%	26.589%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$14,309,396.86	$1,794,633.23	$0.00	$1,224,880.97	$17,328,911.06	$15,918,580.73	$1,410,330.33

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	Professional Development	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools	2024-27	$963,987.02	$217,517.00	$1,059,232.25	$122,271.77	$0.00	$0.00	$1,181,504.02	
1	1.2	Tiered Intervention Support	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools	2024-27	$4,347,325.48	$148,737.77	$3,369,572.10	$235,537.38	$0.00	$890,953.77	$4,496,063.25	
1	1.3	EL Academic and Language Support	English Learners	Yes	Limited to Undupli cated Student Group(s)	English Learners	All Schools	2024-27	$282,336.60	$48,950.00	$220,244.81	$37,955.40	$0.00	$73,086.39	$331,286.60	
1	1.4	College and Career Preparedness	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-27	$207,522.12	$58,428.37	$265,950.49	$0.00	$0.00	$0.00	$265,950.49	
1	1.5	Broad Course of Study	Low Income	Yes	LEA-wide	Low Income	All Schools	2024-27	$973,924.09	$65,245.60	$508,027.44	$491,142.25	$0.00	$40,000.00	$1,039,169.69	
1	1.6	Engagement Strategies Support	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	2024-27	$3,280,320.35	$3,500.00	$2,912,367.61	$367,952.74	$0.00	$3,500.00	$3,283,820.35	
2	2.1	Family Engagement Support	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools	2024-27	$550,147.91	$5,800.00	$550,947.91	$0.00	$0.00	$5,000.00	$555,947.91	
2	2.2	Social-Emotional Learning Support	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools	2024-27	$2,636,249.87	$591,902.00	$2,669,759.22	$497,252.00	$0.00	$61,140.65	$3,228,151.87	
2	2.3	Positive Behavior and Support	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools	2024-27	$86,192.86	$64,288.30	$7,000.00	$21,000.00	$0.00	$122,481.16	$150,481.16	
2	2.4	Engagement and Attendance Support	Low Income	Yes	LEA-wide	Low Income	All Schools	2024-27	$231,681.66	$64,049.96	$295,731.62	$0.00	$0.00	$0.00	$295,731.62	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.5	Mentor Support	Low Income	Yes	LEA-wide	Low Income	All Schools	2024-27	$1,108,811.00	$0.00	$1,108,811.00	$0.00	$0.00	$0.00	$1,108,811.00	
2	2.6	Health and Wellness Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-27	$752,065.43	$31,921.64	$783,987.07	$0.00	$0.00	$0.00	$783,987.07	
3	3.1	Induction, Recruitment and Retention	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-27	$44,614.50	$49,749.00	$94,363.50	$0.00	$0.00	$0.00	$94,363.50	
3	3.2	Supplemental Instructional Materials	All	No			All Schools	2024-27	$0.00	$50,240.69	$0.00	$21,521.69	$0.00	$28,719.00	$50,240.69	
3	3.3	Technology Engagement	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	2024-27	$453,401.84	$10,000.00	$463,401.84	$0.00	$0.00	$0.00	$463,401.84	

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
44,239,473	11,762,699	26.589%	0.000%	26.589%	$14,309,396.86	0.000%	32.345 %	**Total:**	$14,309,396.86
								LEA-wide Total:	$14,089,152.05
								Limited Total:	$220,244.81
								Schoolwide Total:	$0.00

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	Professional Development	Yes	LEA-wide	Foster Youth Low Income	All Schools	$1,059,232.25	
1	1.2	Tiered Intervention Support	Yes	LEA-wide	Foster Youth Low Income	All Schools	$3,369,572.10	
1	1.3	EL Academic and Language Support	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$220,244.81	
1	1.4	College and Career Preparedness	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$265,950.49	
1	1.5	Broad Course of Study	Yes	LEA-wide	Low Income	All Schools	$508,027.44	
1	1.6	Engagement Strategies Support	Yes	LEA-wide	English Learners Low Income	All Schools	$2,912,367.61	
2	2.1	Family Engagement Support	Yes	LEA-wide	Foster Youth Low Income	All Schools	$550,947.91	
2	2.2	Social-Emotional Learning Support	Yes	LEA-wide	Foster Youth Low Income	All Schools	$2,669,759.22	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.3	Positive Behavior and Support	Yes	LEA-wide	Foster Youth Low Income	All Schools	$7,000.00	
2	2.4	Engagement and Attendance Support	Yes	LEA-wide	Low Income	All Schools	$295,731.62	
2	2.5	Mentor Support	Yes	LEA-wide	Low Income	All Schools	$1,108,811.00	
2	2.6	Health and Wellness Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$783,987.07	
3	3.1	Induction, Recruitment and Retention	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$94,363.50	
3	3.3	Technology Engagement	Yes	LEA-wide	English Learners Low Income	All Schools	$463,401.84	

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$13,916,425.72	$14,971,082.06

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**	Induction Coordinator & Coaches	Yes	90,418.26	91,001.85
1	**1.2**	Teacher-on-Assignment Coach	Yes	142,859.06	152,939.58
1	**1.3**	Instructional Materials	No	275,638.00	775,737.66
1	**1.4**	Technology Support	Yes	271,430.27	269,059.92
1	**1.5**	Facilities Maintenance	No	175,000.00	175,000.00
1	**1.6**	Online Access to Curriculum	Yes	30,000.00	14,000.00
1	**1.7**	Educational Services Technician	No	0.00	0.00
2	**2.1**	New Teacher Support	Yes	14,765.32	17,197.58
2	**2.2**	Engagement & Technology Integration	Yes	82,679.05	8,083.20
2	**2.3**	EL PD	Yes	16,630.67	14,918.12

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.4	GATE PD	Yes	28,008.62	8,298.92
2	2.5	Professional Learning Communities	Yes	452,843.18	435,184.32
2	2.6	Intervention PD	Yes	15,919.84	18,047.43
2	2.7	Visible Learning PD	Yes	15,845.34	8,000.00
2	2.8	Teachers on Special Assignment	Yes	811,848.50	745,212.26
2	2.9	Reading Instruction PD	Yes	5,000.00	6,588.00
3	3.1	Parent & Community Engagement	Yes	129,772.06	132,224.72
3	3.2	EL Parent Engagement	Yes	12,308.45	7,541.00
3	3.3	SPED Parent Engagement	No	3,500.00	325.00
3	3.4	GATE Parent Engagement	No	3,500.00	137.00
3	3.5	FY Parent Engagement	Yes	85,835.70	83,086.05
3	3.6	Educational Services Family Outreach	Yes	25,459.91	26,265.31
4	4.1	Elementary College Preparedness	Yes	10,000.00	4,689.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
4	4.2	Middle School College Preparedness	Yes	85,585.27	67,592.40
4	4.3	Elementary Intervention	Yes	2,101,228.74	1,868,430.50
4	4.4	TK-3 Literacy	Yes	126,891.29	145,555.83
4	4.5	Middle School Intervention	Yes	428,198.28	501,100.44
4	4.6	EL Academic Support	Yes	39,063.70	148,245.00
4	4.7	School Learning Hubs	Yes	582,481.51	470,359.16
4	4.8	EL Language Support	Yes	168,275.98	203,568.82
4	4.9	Class Size Reduction	Yes	2,028,709.67	1,813,907.48
4	4.10	Educational Services Programs	Yes	172,521.66	173,476.32
4	4.11	Student Engagement & Collaboration	Yes	1,910,877.61	2,690,416.06
4	4.12	Academic Tiered Systems of Support	Yes	0.00	0.00
5	5.1	Student Attendance Support	Yes	8,750.00	8,750.00
5	5.2	Positive School Climate	Yes	67,404.94	20,947.99

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)
5	5.3	Student & Family Engagement	Yes	1,274,569.42	1,948,602.42
5	5.4	Health Clerk Staff	Yes	154,170.98	143,403.14
5	5.5	Additional Nurse	Yes	133,099.22	136,925.72
5	5.6	Social Emotional Support	Yes	55,000.00	58,000.40
5	5.7	Middle School Support	Yes	469,417.72	481,593.78
5	5.8	Positive Behavior Tiered Systems	Yes	67,311.29	72,636.00
5	5.9	Student mentorship	Yes	453,958.01	353,059.62
5	5.10	Family Services Tech	Yes	72,285.48	21,343.91
6	6.1	Middle School Sports Program	Yes	110,038.27	47,921.18
6	6.2	Elementary Sports Program	Yes	85,336.90	17,971.55
6	6.3	STEM Electives	Yes	23,332.45	13,865.87
6	6.4	After school STEM	Yes	24,332.45	5,396.23
6	6.5	Extended Course Offerings	Yes	45,664.90	22,306.08

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)
6	**6.6**	Extended Day Opportunities	Yes	203,076.94	193,322.36
6	**6.7**	Elementary Music Program	Yes	325,580.81	348,846.88

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)
$11,314,319	$12,326,556.00	$12,857,601.40	($531,045.40)	2.700%	2.700%	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	Induction Coordinator & Coaches	Yes	$90,418.26	$91,001.85		
1	1.2	Teacher-on-Assignment Coach	Yes	$71,429.53	$79,441.58		
1	1.4	Technology Support	Yes	$271,430.27	$269,059.92		
1	1.6	Online Access to Curriculum	Yes	$30,000.00	$14,000.00		
2	2.1	New Teacher Support	Yes	14,765.32	$17,197.58		
2	2.2	Engagement & Technology Integration	Yes	$82,679.05	$8,083.20		
2	2.3	EL PD	Yes	$11,630.67	$1,776.28		
2	2.4	GATE PD	Yes	$10,000.00	$8,298.92		
2	2.5	Professional Learning Communities	Yes	$452,843.18	$435,184.32		
2	2.6	Intervention PD	Yes	$15,919.84	$18,047.43		
2	2.7	Visible Learning PD	Yes	$5,000.00	$8,000.00		
2	2.8	Teachers on Special Assignment	Yes	$710,688.02	$612,160.02		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	2.9	Reading Instruction PD	Yes	$5,000.00	$127,019.72		
3	3.1	Parent & Community Engagement	Yes	$129,772.06	$132,224.72		
3	3.2	EL Parent Engagement	Yes	$12,308.45	$7,541.00		
3	3.5	FY Parent Engagement	Yes	$85,835.70	$83,086.05		
3	3.6	Educational Services Family Outreach	Yes	$25,459.91	$26,265.31		
4	4.1	Elementary College Preparedness	Yes	$10,000.00	$4,689.00		
4	4.2	Middle School College Preparedness	Yes	$85,585.27	$67,592.40		
4	4.3	Elementary Intervention	Yes	$1,330,030.70	$1,194,511.29		
4	4.4	TK-3 Literacy	Yes	$126,891.29	$145,555.83		
4	4.5	Middle School Intervention	Yes	$428,198.28	$245,178.44		
4	4.6	EL Academic Support	Yes	$39,063.70	$148,245.00		
4	4.7	School Learning Hubs	Yes	$469,480.01	$369,470.81		
4	4.8	EL Language Support	Yes	$140,092.71	$167,678.42		
4	4.9	Class Size Reduction	Yes	$2,028,709.67	$1,813,907.48		
4	4.10	Educational Services Programs	Yes	$172,521.66	$173,476.32		
4	4.11	Student Engagement & Collaboration	Yes	$1,910,877.61	$2,690,416.06		
4	4.12	Academic Tiered Systems of Support	Yes	$0.00	$0.00	2.7%	2.7%
5	5.1	Student Attendance Support	Yes	$8,750.00	$8,750.00		

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)
5	5.2	Positive School Climate	Yes	$54,000.00	$20,947.99		
5	5.3	Student & Family Engagement	Yes	$1,274,569.42	$1,969,946.33		
5	5.4	Health Clerk Staff	Yes	$154,170.98	$143,403.14		
5	5.5	Additional Nurse	Yes	$133,099.22	$136,925.72		
5	5.6	Social Emotional Support	Yes	$55,000.00	$58,000.40		
5	5.7	Middle School Support	Yes	$469,417.72	$481,593.78		
5	5.8	Positive Behavior Tiered Systems	Yes	$67,311.29	$72,636.00		
5	5.9	Student mentorship	Yes	$453,958.01	$353,059.62		
5	5.10	Family Services Tech	Yes	$72,285.48	$21,343.91		
6	6.1	Middle School Sports Program	Yes	$110,038.27	$47,921.18		
6	6.2	Elementary Sports Program	Yes	$85,336.90	$17,971.55		
6	6.3	STEM Electives	Yes	$23,332.45	$1,517.51		
6	6.4	After school STEM	Yes	$24,332.45	0.00		
6	6.5	Extended Course Offerings	Yes	$45,664.90	$22,306.08		
6	6.6	Extended Day Opportunities	Yes	$203,076.94	$193,322.36		
6	6.7	Elementary Music Program	Yes	$325,580.81	$348,846.88		

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)
44,535,359	$11,314,319	2.51%	27.915%	$12,857,601.40	2.700%	31.571%	$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.

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.

- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

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

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

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

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

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

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

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

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

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

- For school districts, see Education Code Section 52062 (California Legislative Information);

- **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).

- For COEs, see Education Code Section 52068 (California Legislative Information); and
- For charter schools, see Education Code Section 47606.5 (California Legislative Information).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

- For the purposes of this prompt, this may also include, but is not necessarily limited to:

    - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
    - Inclusion of metrics other than the statutorily required metrics
    - Determination of the target outcome on one or more metrics
    - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
    - Inclusion of action(s) or a group of actions
    - Elimination of action(s) or group of actions
    - Changes to the level of proposed expenditures for one or more actions
    - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
    - Analysis of effectiveness of the specific actions to achieve the goal
    - Analysis of material differences in expenditures
    - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
    - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric

- Enter the metric number.

Metric

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

Baseline

- Enter the baseline when completing the LCAP for 2024–25.

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

Year 1 Outcome

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

Year 2 Outcome

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

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

- Professional development for teachers.
- If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

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

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

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

Purpose

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

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

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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

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

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

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

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

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

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.
- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

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

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

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

    - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

    - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

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

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

- Table 2: Contributing Actions Table (for the coming LCAP Year)

- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

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

Total Planned Expenditures Table

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

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

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

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

- **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.
  - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.

- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.

- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.

- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
  - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.

- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

    - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic

Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

LCFF Carryover Table

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

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

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

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