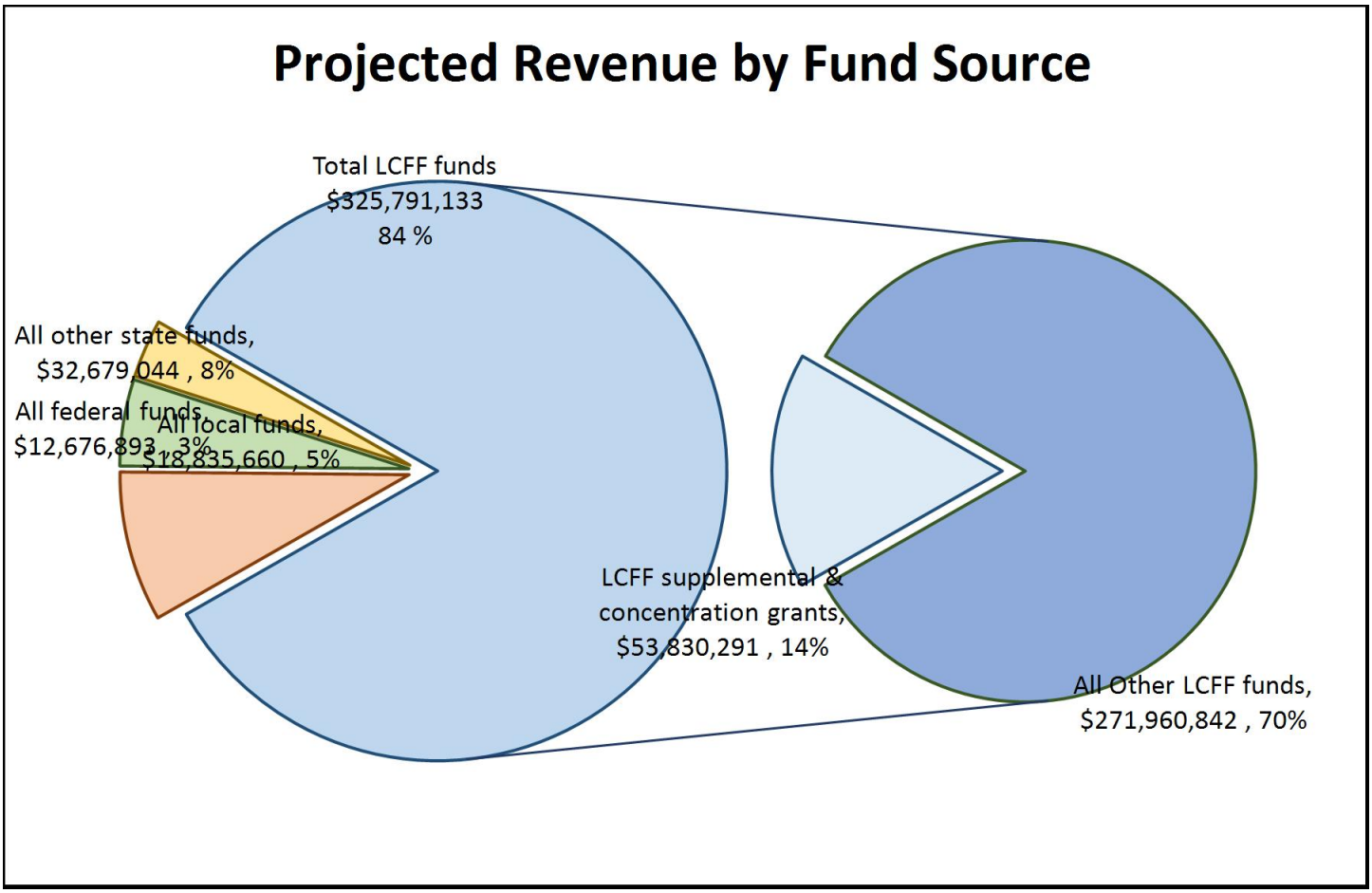
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Chaffey Joint Union High School District
CDS Code: 36676520000000
School Year: 2024-25
LEA contact information:
Mathew Holton, Ed. D.
Superintendent
mathew.holton@cjuhsd.net
(909) 988-8511

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

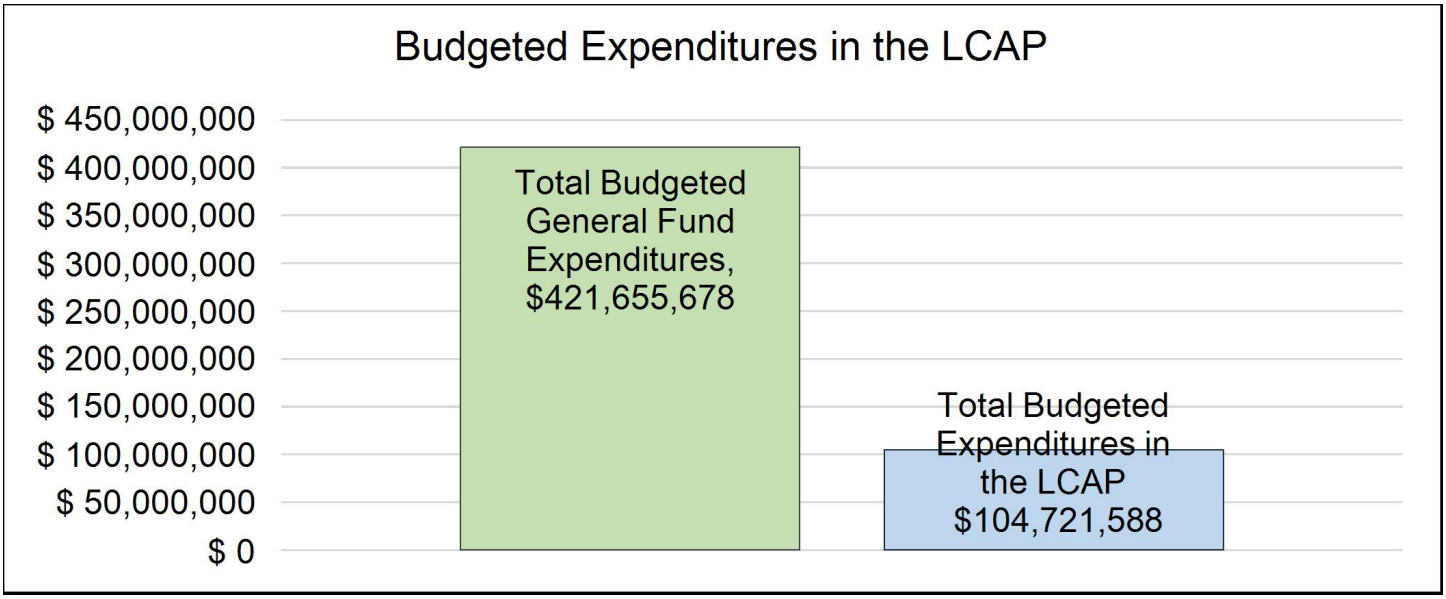


This chart shows the total general purpose revenue Chaffey Joint Union High School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Chaffey Joint Union High School District is $389,982,730, of which $325,791,133 is Local Control Funding Formula (LCFF), $32,679,044 is other state funds, $18,835,660 is local funds, and $12,676,893 is federal funds. Of the $325,791,133 in LCFF Funds, $53,830,291 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 Chaffey Joint Union High School District plans to spend for 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Chaffey Joint Union High School District plans to spend $421,655,678 for the 2024-25 school year. Of that amount, $104,721,588 is tied to actions/services in the LCAP and $316,934,090 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

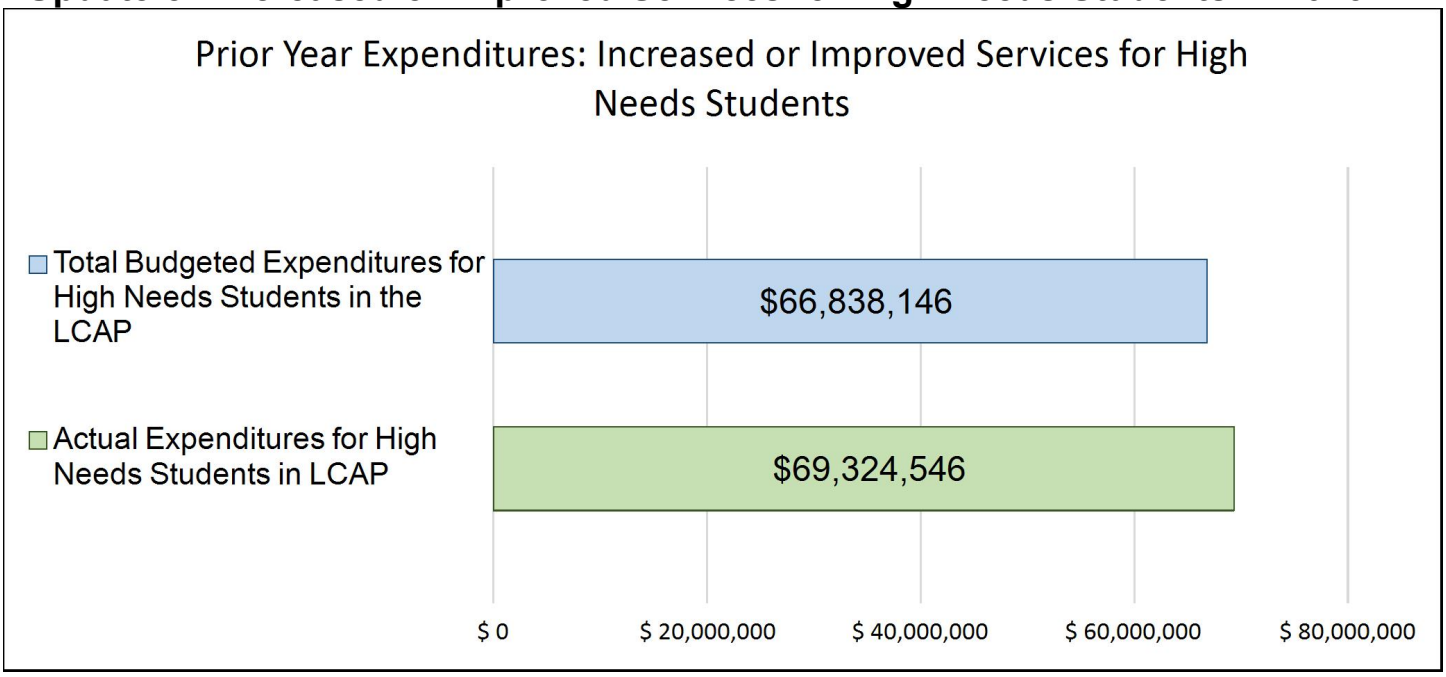
While a significant number of LCAP actions and services include people, a majority of salary and benefits expenses (totaling over $352 million) are not specifically identified in the LCAP. Also, other areas such as books and supplies, services, capital outlay, and other outgo are only partially included depending on the goal.

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

In 2024-25, Chaffey Joint Union High School District is projecting it will receive $53,830,291 based on the enrollment of foster youth, English learner, and low-income students. Chaffey Joint Union High School District must describe how it intends to increase or improve services for high needs students in the LCAP. Chaffey Joint Union High School District plans to spend $76,392,886 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 Chaffey Joint Union High School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Chaffey Joint Union High School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2023-24, Chaffey Joint Union High School District's LCAP budgeted $66,838,146 for planned actions to increase or improve services for high needs students. Chaffey Joint Union High School District actually spent $69,324,546 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
Chaffey Joint Union High School District	Mathew Holton, Ed. D. Superintendent	mathew.holton@cjuhsd.net (909) 988-8511

Goals and Actions

Goal

Goal #	Description
1	All CJUHSD students will demonstrate college and career readiness.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Graduation Rate	2018-19 Graduation Rate Indicator on California School Dashboard ALL - 90.3% - YELLOW EL - 74.2% - ORANGE SED/LI - 89.3% - GREEN SWD - 76.1% - YELLOW Afr. Amr. - 89.8% - YELLOW American Indian - 90% - NPC Asian - 94% - GREEN Filipino - 100% - BLUE Hispanic - 89.2% - YELLOW Pacific Islander - 96.7% - NPC	Graduation Rate California School Dashboard Graduating Class of 2021 All - 87.8% EL - 70.0% SED/LI - 85.8% SWD - 70.0% Afr. Amr.- 88.7% American Indian - 90% Asian - 94.5% Filipino - 97.5% Hispanic - 85.8% Pacific Islander - 94.1% 2 or more - 91.2% White - 91.1% Foster Youth - 56.1% Homeless - 76.0%	Graduation Rate for Graduating Class of 2022 All - 91.6% EL - 71.8% SED/LI - 90.4% SWD - 78.8% African American 91.2% American Indian - 95.2% Asian - 95.7% Filipino - 98.4% Hispanic - 91.1% Pacific Islander - 8937% 2 or More - 93.2% White - 92.5% Foster Youth -70.9% Homeless - 83.7% Source: CA Dashboard	Graduation Rate for Class of 2023 All - Orange 89.5% (-2.2%) EL - Red 67.6% (-4.2%) SED/LI - Orange 87.9% (-2.5%) SWD - Orange 76.1% (-3.7%) African American- Orange 90% (-1.2%) American Indian - No Color 86.6% (-14.6%) Asian - Yellow 91.7% (-4%) Filipino - Blue 97.7% (-.7%) Hispanic - Orange 88.2% (-2.8%) Pacific Islander - No Color 84% (-5.7%) 2 or More - Green 94.8% (+1.5%)	Graduation rates will increase annually by.1% for all student groups and/or achieve a GREEN (high) or BLUE (very high) performance level on the California School Dashboard.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	2 or more - 96.7% - BLUE White - 90.4% - ORANGE Foster Youth - 84.2% GREEN Homeless - 83.9% - GREEN *The 2020 CA Dashboard was suspended due to the COVID-19 pandemic.			White - Green 82.7% (+.2%) Foster Youth - Orange 68.5% (-2.4%) Homeless - Orange 79.1% (-4.6%) Source: 2023 CA Dashboard	
English Language Proficiency Assessments for California (ELPAC) and the English Learner Progress Indicator (ELPI)	In 2018-19, Medium progress level - 49% of 1,058 EL students demonstrated that they are making progress towards English language proficiency based on performance on the ELPAC. *The 2020 administration of the ELPAC was suspended due to the COVID-19 pandemic.	Most recent data: 2021-2022 Summative ELPAC - 45.16% of 682 EL students demonstrated that they are making progress towards English language proficiency based on performance on the ELPAC.	2021-2022 Summative ELPAC - 42.7% of 854 EL students demonstrated that they are making progress towards English language proficiency based on performance on the ELPAC. Source: CA Dashboard	2022-2023 Summative ELPAC- 41.5% of 1,465 EL students demonstrated that they are making progress towards English language proficiency based on the English Learner Progress Indicator. Source: 2023 CA Dashboard	High progress level - 55% to 64.9% of all ELs will make progress towards English language proficiency as measured by performance on the ELPAC.
California Assessment of Student Performance and	The District's performance levels on English Language	Most recent data: 2021 Performance on the CAASPP ELA	2022 Performance on the CAASPP ELA	2023 Performance on the CAASPP ELA	The Districtwide achievement on ELA CAASPP will increase

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Progress (CAASPP) ELA	Arts was reported as GREEN on the Dashboard in 2019. • 2019 ELA Results - 38.4 Above Standard (+7) GREEN • 2019 ELA All Students - 32% Exceeded, 34% Met, 20% Nearly, 14% Not • 2019 ELA EL- 1% Exceeded, 7% Met, 30% Nearly, 63% Not • 2019 ELA SED/LI - 24% Exceeded, 35% Met, 24% Nearly, 17% Not *The 2020 administration of CAASPP was suspended due to the	% of students who Met or Exceeded Standards All Students - 68.48% EL - 15.24% SED/LI - 62.97% The Mean Scaled Student Score improved 12.5 points in 2021 (2632.8 points) • 2021 ELA Results All Students Exceeded Standards - 35.97% Met Standards - 32.51% Nearly Met Standards - 20.03% Did Not Meet Standards - 11.49% • 2021 ELA Results EL Students Exceeded Standards - .95% Met Standards - 14.29% Nearly Met Standards	% of students who Met or Exceeded Standards All Students - 66.51% EL - 13.89% SED/LI -62.97% The Mean Scaled Student Score improved 40 points in 2022 (5234 points) • 2022 ELA Results All Students Exceeded Standards - 33.81% Met Standards -32.7% Nearly Met Standards -19.36% Did Not Meet Standards -14.13% • 2022 ELA Results EL Students Exceeded Standards - 2.78% Met Standards - 11.11% Nearly Met Standards -32.10% Did Not Meet	% of students who Met or Exceeded Standards All Students - 67.45% EL - 11.05% SED/LI - 62.65% The ELA Mean Scaled Student Score in 2023 was 2625.8 points, an improvement of 3.4 points. • 2023 ELA Results All Students Exceeded Standards - 35.55% Met Standards - 31.90% Nearly Met Standards - 18.46% Did Not Meet Standards - 14.09% • 2023 ELA Results EL Students Exceeded Standards- 1.54% Met Standards- 9.51% Nearly Met Standards - 29.82% Did Not Meet	by 2 points above standard annually for all students and maintain a performance level of GREEN. • ELA Results - 40.4 Above Standard ELA All Students - 34% Exceeded, 34% Met, 20% Nearly, 14% Not • ELA EL- 3% Exceeded • ELA SED/LI - 26% Exceeded

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	COVID-19 pandemic.	- 37.14% Did Not Meet Standards - 47.62% • 2021 ELA Results SED/LI Students Exceeded Standards - 28.60% Met Standards - 34.37% Nearly Met Standards - 23.70% Did Not Meet Standards - 13.34%	Standards -54.01% • 2022 ELA Results SED/LI Students Exceeded Standards - 27.75% Met Standards - 31.99% Nearly Met Standards -22.72% Did Not Meet Standards -17.54%	Standards - 59.13% • 2023 ELA Results SED/LI Students Exceeded Standards - 30.07% Met Standards - 32.58% Nearly Met Standards - 20.56% Did Not Meet Standards - 16.79% Source: caaspp-elpac.org	
CAASPP Math	The District's performance levels on math was reported as GREEN on the Dashboard. The average math score improved 5.9 points in 2019. • 2019 Math Results - 38.1 Below Standard (+5.9) GREEN	Most recent data: 2021 Performance on the CAASPP Math % of students who Met or Exceeded Standards All Students - 44.46% EL - 17.76% SED/LI - 37.13% The Mean Scaled Student Score improved 23 points in	Most recent data: 2022 Performance on the CAASPP Math % of students who Met or Exceeded Standards All Students - 30.77% EL - 8.66% SED/LI -23.73% • 2021 MATH Results All Students	2023 Performance on the CAASPP Math % of students who Met or Exceeded Standards All Students - 34.31% EL - 6.66% SED/LI - 28.29% The Math Mean Scaled Student Score in 2023 was 2570.8 points, an improvement of 8.9	The District-wide achievement on MATH CAASPP will increase by 2 points above standard annually for all students and maintain a performance level of GREEN. • Math Results - 40.1 Above Standard • Math All Students -

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	• 2019 Math All Students - 15% Exceeded, 23% Met, 26% Nearly, 36 % Not • 2019 Math EL- 2% Exceeded, 4% Met, 11% Nearly, 83% Not • 2019 SED/LI Math- 10% Exceeded, 20% Met, 27% Nearly, 43% Not *The 2020 administration of CAASPP was suspended due to the COVID-19 pandemic.	2021 (2610.7 points) • 2021 Math Results All Students Exceeded Standards - 19.01% Met Standards - 25.45% Nearly Met Standards - 26.67% Did Not Meet Standards - 28.87% • 2021 Math Results EL Students Exceeded Standards - 3.74% Met Standards - 14.02% Nearly Met Standards - 28.97% Did Not Meet Standards - 53.27% • 2021 Math Results SED/LI Students Exceeded Standards - 13.52% Met Standards - 23.61% Nearly Met Standards	Exceeded Standards - 12.8% Met Standards - 17.9% Nearly Met Standards - 24.06% Did Not Meet Standards - 45.17% • 2022 MATH Results EL Students Exceeded Standards - 2.79% Met Standards -5.87% Nearly Met Standards -9.22% Did Not Meet Standards -82.12% • 2022 MATH Results SED/LI Students Exceeded Standards - 8.95% Met Standards - 14.78% Nearly Met Standards -23.81% Did Not Meet Standards -52.46%	points. • 2023 Math Results All Students Exceeded Standards - 13.94% Met Standards - 20.37% Nearly Met Standards - 23.67% Did Not Meet Standards - 42.02% • 2023 Math Results EL Students Exceeded Standards - 2.56% Met Standards - 4.10% Nearly Met Standards - 29.82% Did Not Meet Standards - 84.10% • 2023 Math Results SED/LI Students Exceeded Standards - 10.17% Met Standards - 18.12% Nearly Met Standards	17% Exceeded, 25% Met, 26% Nearly, 36% Not • Math EL - 4% Exceeded • Math SED/LI - 12% Exceeded

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		- 28.76% Did Not Meet Standards - 34.10%		- 24.0% Did Not Meet Standards - 47.71% Source: caaspp-elpac.org	
College/Career Indicator	2018-19 Dashboard Data ALL - 53.1% - YELLOW EL - 18.1% - ORANGE SED/LI - 47.1% - YELLOW SWD - 7.1% - RED Afr. Amr. - 39.4% - YELLOW Amer. Indian - 46.7% - NPC Asian - 80.7% - BLUE Filipino - 85.2% - BLUE Hispanic - 48.4% - YELLOW Pacific Islander - 43.3% - NPC 2 or more - 68.9% - GREEN White - 60.8% - GREEN Foster Youth - 21.2% ORANGE	*The 2021 CA Dashboard does not report student outcomes for the College/Career State Indicator	The 2022 CA Dashboard does not report student outcomes for the College/Career State Indicator	College and Career Indicator (Prepared) for Class of 2023 (no colors available for 2023 CA Dashboard) All - Medium 48.6% EL - Low 18.2% SED/LI - Medium 42.4% SWD - Very Low 9.9% African American- Medium 39.7% American Indian - Low 32.3% Asian - Very High 77.1% Filipino - Very High 80.9% Hispanic - Medium 42.4% Pacific Islander - No Performance Indicator 44% 2 or More - High 56.1% White - High 63.5%	Student groups currently in ORANGE or RED will increase preparedness to at least low/medium - 10% to 34.9% or medium 34% to 54.9% - YELLOW.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Homeless - 33.5% - ORANGE *The 2020 CA Dashboard was suspended due to the COVID-19 pandemic.			Foster Youth - Low 25% Homeless - Low 28.9% Source: 2023 CA Dashboard	
A-G Completion Rate	In 2019-2020, ALL - 72% EL - 12.6% / RFEP 69.2% SED/LI - 66.1% SWD - 16.9% Afr. Amr. - 63.8% Amer. Indian - 50% Asian - 87.6% Filipino - 92.4% Hispanic - 61.6% Pacific Islander - 57.1% 2 or more - 72.1% White - 72.8% Foster Youth - 11.8% Homeless - 48.7% *Preliminary local data for 2021, ALL - 70% (this data will be affected by some seniors completing	In 2020-2021 All - 69.0% EL -30.7% SED/LI - 64.4% SWD - 19.8% Afr. Amr. - 63.9% Amer. Indian - 58.8% Asian - 86.9% Filipino - 88.8% Hispanic - 65.0%% Pacific Islander - 62.5% 2 or more - 74.8% White - 75.9% Foster Youth - 36.36% Homeless - 55.91% *Preliminary local data for 2022 ALL - 62.1% (this data will be affected by some seniors completing coursework through the summer)	In 2021-2022 All - 64.7% EL - 36.2% SED/LI- 58.7% SWD - 26.1% Afr. Amr. - 59.2% Amer. Indian - 45.0% Asian - 82.9% Filipino - 86.3% Hispanic - 60.4% Pacific Islander - 61.5% 2 or more - 72.7% White - 73.3% Foster Youth - 25.0% Homeless - 45.1% *Preliminary local data for 2023 ALL 64.4% (this data will be affected by some seniors completing coursework through the summer)	A-G Completion Rate for Class of 2023 All - 65.8% EL - 41.7% SED/LI - 60.4% SWD - 28.6% African American - 59.9% American Indian - 64.0% Asian - 89.1% Filipino - 90.6% Hispanic - 60.6% Pacific Islander - 66.7% 2 or More - 73.1% White - 75.9% Foster Youth - 45.7% Homeless - 45.9% Source: CDE Dataquest (Four-Year Adjusted Cohort Graduation Rate Outcomes)	The A-G completion rate for all students will increase by 1% annually. (ALL - 73%)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	coursework through the summer)		SOURCE: LOCAL DATA		
Freshmen On-Track to Graduate	In 2020, 92.3% of all freshmen finished their 9th grade year with more than 45 credits, which kept them on track to graduate on time. *Preliminary local data for 2021, 74.34%	In 2021, 74.3% of all freshmen finished their 9th grade year with more than 45 credits, which kept them on track to graduate on time. *Preliminary local data for 2022 - 82.1%	In 2022, 87.7% of all freshmen finished their 9th grade year with more than 45 credits, which kept them on track to graduate on time. (POST SUMMER-SCHOOL) *13.4% INCREASE FROM 2021 *Preliminary local data for 2023 - 82.1% SOURCE: LOCAL DATA	In 2023-2024, 84.8% of all freshmen finished their 9th grade year with more than 45 credits, which kept them on track to graduate on time. SOURCE: LOCAL DATA	The percentage of freshmen students on track will increase by 1% annually. (77.34%)
Inclusion (students with disabilities with an IEP enrolled in general education classes 80% of the school day)	In 2020-21, the Inclusion rate for CJUHSD was 61%.	In 2021-2022, the Inclusion rate for CJUHSD was 60%.	IN 2022-2023, the Inclusion rate for CJUHSD was 62%. SOURCE: LOCAL DATA	IN 2023-2024, the Inclusion rate for CJUHSD was 58%. SOURCE: LOCAL DATA/SEIS	The inclusion rate for all students will increase by 1% annually. (63%)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Appropriately Assigned Teachers	In 2020-21, two teachers were mis-assigned in accordance with local indicator criteria of the CA Dashboard, which is based on the appropriate assignment of teachers of ELs.	In 2021-2022 .02% teachers were mis-assigned in accordance with local indicator criteria of the CA Dashboard, which is based on the appropriate assignment of teachers of ELs.	In 2022-2023, 7 teachers were mis-assigned in accordance with local indicator criteria of the CA Dashboard, which is based on the appropriate assignment of teachers of ELs. SOURCE: LOCAL DATA	In 2023-2024, 0 teachers were mis-assigned in accordance with local indicator criteria of the CA Dashboard, which is based on the appropriate assignment of teachers of ELs. SOURCE: LOCAL DATA/CALSAAS	The District will ensure that 100% of all teachers are appropriately assigned.
Career Exploration Experiences	In 2019-20, 43,327 students had the opportunity to participate in live in-person career exploration experiences. *Due to the COVID-19 there is no data to report for the 20-21 school year.	Career Exploration Experiences did not take place during the 2021-2022 school year due to COVID-19. No data to report.	In 2022-23, 47,542 students had the opportunity to participate in live in-person career exploration experiences. SOURCE: Local data collected through site administration.	In 2023-24, 60,514 students had the opportunity to participate in live in-person career exploration experiences. SOURCE: Local data collected through site administration.	The number of Career Exploration Experiences will increase by 1% annually.
Career Readiness Inventory	In 2019-20, 87% of eleventh grade students completed a career inventory and 93% of ninth or tenth grade students.	In 2021-2022, 61% of eleventh grade students completed a career inventory and 73% of ninth or tenth grade students.	In 2022-2023, 62% of eleventh grade students completed a career inventory and 84% of ninth or tenth grade students.	In 2023-24, 63% of eleventh grade students and 90% of ninth or tenth grade students completed a career inventory.	The percentage of students in the 9th or 10th, and 11th grade completing a career inventory will increase by 1% annually.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	*Due to the disruption of the COVID-19 pandemic and the transition to full distance learning the inventory was not administered by all school sites in 20-21.		SOURCE: Local data collected through Cal Colleges.	SOURCE: Local data collected through Cal Colleges.	
The California Statewide Assignment Accountability System	The California Statewide Assignment Accountability System (CalSAAS) is a new system of Assignment Monitoring allowing annual monitoring of all certificated educator assignments. The District has 22 misassigned teachers according to the criteria of this new accountability system.	The California Statewide Assignment Accountability System (CalSAAS) is a system of Assignment Monitoring allowing annual monitoring of all certificated educator assignments. The District has 31 mis-assigned teachers during the 2021-2022 school year according to the criteria of this new accountability system.	The California Statewide Assignment Accountability System (CalSAAS) is a system of Assignment Monitoring allowing annual monitoring of all certificated educator assignments. The District had 76 mis-assigned teachers during the 2022-2023 school year according to the criteria of this new accountability system.	The California Statewide Assignment Accountability System (CalSAAS) is a system of Assignment Monitoring allowing annual monitoring of all certificated educator assignments. The District has 95 mis-assigned teachers during the 2023-2024 school year according to the criteria of this new accountability system.	The District will ensure that 100% of all teachers are appropriately assigned.
Williams Act Compliance	In 2020-21, the District had 0 unresolved Williams Act complaints.	In 2021-2022, the District had 0 unresolved Williams Act complaints.	In 2022-2023, the District had 0 unresolved Williams Act complaints.	As of the time of this report, in 2023-2024, the District had 0 unresolved Williams Act complaints.	There will be zero unresolved Williams Act complaints at the end of each year and the District will achieve an "exemplary rating" on the FIT annually.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					*To confirm students have access to standards-aligned instructional materials, the District will provide ample instructional materials on all campuses and ensure that there are 0 unresolved Williams Act Compliance complaints annually.
Students Passing AP Exams with a Score of 3 or Higher	In 2019-2020, 55.3% percent of students who took at least one AP exam passed with a score of 3 or higher.	In 2020-2021, 49.0% percent of students who took at least one AP exam passed with a score of 3 or higher.	In 2021-2022, 73% percent of students who took at least one AP exam passed with a score of 3 or higher. (2,624 Students with 3+ / 3600 Possible Students)	In 2022-2023, 49% percent of students who took at least one AP exam passed with a score of 3 or higher. (3,095 Students with 3+ / 4088 Possible Students)	The District will increase the percentage of students who passed at least one AP exam with a score of 3 or higher by 1% annually.
Reclassification Rate	In 2020-2021 the District reclassified 11.2% of its ELs.	In 2021-2022 the District reclassified 7.9% of its ELs.	In 2022-2023, the District reclassified 12% of its ELs.	In 2023-2024, the District reclassified 14.4% of its ELs.	The District will reclassify 14.2% of its ELs.
Early Assessment Program (EAP) percent of students prepared for College ELA	In 2020-2021, 38.8% of students demonstrated readiness for college ELA on EAP (as of results on 8/3/2021—44.7% results in).	In 2021-2022, 49.01% of students who tested demonstrated readiness for college ELA on the EAP (as of results on 6/6/2022).	In 2022-2023, 55% of students who tested demonstrated readiness for college ELA on the EAP (as of results on 6/2023).	In 2022-2023, 35.55% of students who tested demonstrated readiness for college ELA on the EAP (Source-Public CAASPP Data Results).	The District will increase the percentage of students who are prepared for College ELA, as determined by the EAP by 1% annually.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Early Assessment Program (EAP) percent of students prepared for College Math	In 2020-2021, 20.6% of students demonstrated readiness for college Math on EAP (as of results on 8/3/2021—44.7% results in)	In 2021-2022, 33.76% of students who tested demonstrated readiness for college Math on EAP (as of results on 6/6/2022).	In 2022-2023, 27% of students who tested demonstrated readiness for college Math on the EAP (as of results on 6/2023).	In 2022-2023,13.94% of students who tested demonstrated readiness for college Math on the EAP (Source-Public CAASPP Data Results).	The District will increase the percentage of students who are prepared for College Math, as determined by the EAP by 1% annually.
TCELL Student Survey (new metric added in May of 2022-2023)	Baseline = 76% of seniors reported they had the opportunity to explore career options in high school. 87% of seniors reported they acquired the necessary employability skills to succeed after high school. Source = Local data collected from student survey	Metric added in May 2023.	Metric added in May 2023.	In 2023-2024, 77% of seniors reported they had the opportunity to explore career options in high school. 89% of seniors reported they acquired the necessary employability skills to succeed after high school. Source = Local data collected from student survey	
Seal of Biliteracy (new metric added in May of 2022-2023)	Baseline for 2021-2022 school year: 9.6% Source = Dataquest	Metric added in May 2023.	Metric added in May 2023.	In 2022-23, 672 members, 13.0% of the Class of 2023 were reported to have earned the Seal of Biliteracy.	The District will increase the percentage of students who earn the Seal of Biliteracy by 1%.

Goal Analysis

An analysis of how this goal was carried out in the previous year.
A description of any substantive differences in planned actions and actual implementation of these actions.

The actions outlined below were implemented across various levels to achieve the set metrics for Goal 1. These actions spanned from enhancing college and career readiness through programs like AVID to ensuring equitable access to resources and support for diverse student groups, particularly unduplicated and underserved students. Challenges were addressed through strategic funding allocation and staffing adjustments, leading to comprehensive implementation across the board.

Successes were notable in the full execution of programs such as Access to a Broad Course of Study, Support & Interventions, and Career Technical Education Programs, showcasing the district's commitment to student achievement and preparedness for post-secondary pathways. However, some actions, like College and Universities Visits, faced partial implementation due to unforeseen challenges, highlighting areas for continued improvement in achieving equitable opportunities for all students.

The following actions were implemented to a varying degree, all aiming to achieve the proposed metrics that define success for Goal 1.

- Action 1.1 AVID aimed to increase college/career readiness through the AVID program for unduplicated students. This action was fully implemented due to the District's capacity to fully fund the program sections and staffing. This ensured teachers and staff could deliver the program as planned.
- Action 1.2 Access to a Broad Course of Study" aimed to guarantee A-G course availability, including advanced options, for all students to prepare them for college. This action was fully implemented due to the District utilizing various funding sources to expand course offerings and credit recovery programs. This ensured all students, especially diverse and underrepresented groups, had the opportunity to complete the A-G requirements.
- Action 1.3 Support & Interventions offered a comprehensive support system, including credit recovery and remediation, primarily for unduplicated students, to boost achievement and A-G course completion. This action was fully implemented thanks to the District leveraging diverse funding sources to expand programs like before/after school tutoring, online learning, Saturday school, and summer school. Additionally, designated staff was assigned to manage these interventions.
- Action 1.4 English and Math Interventions, Programs, Materials provided supplemental support for ELs, LI, and FY students struggling in English, reading, and math as measured by CAASPP. This action achieved full implementation due to the District allocating sufficient sections and staffing resources to run the programs as planned. This ensured these student groups received targeted interventions to improve their fluency and achievement.
- Action 1.5 Teacher Librarians aimed to maintain full-time librarian staffing at every school to offer literacy development, research instruction, and access to resources for all students, with a focus on ELs and FY students. This action achieved full implementation as the District successfully staffed eight libraries on each campus, ensuring these crucial services were available to support student achievement and CAASPP ELA performance.
- Action 1.6 Instructional Materials focused on increasing access to diverse and up-to-date resources for students. This action was fully implemented as all allocated funding reached each school site. Spending was monitored to ensure it aligned with the goals of

acquiring new library materials, replacing outdated textbooks, and purchasing standards-aligned instructional materials. This investment aimed to enhance student engagement and compliance with the Williams Act.

- Action 1.7 College Readiness Programs and Events aimed to expand access to college prep resources for all students, with a focus on SED/LI and other underserved groups. This action was fully implemented through district funding, which allowed schools to regain pre-pandemic levels of support for programs like AP classes, SAT prep, and college fairs. However, SAT preparation was not needed to the extent previously as colleges and universities grappled with the integration of standardized scores to the admissions process. This comprehensive approach targeted achievement gaps identified in the College and Career Dashboard indicator.
- Action 1.8 Newcomer EL Services provided language acquisition and transition support for newly arrived English Learners. This action achieved full implementation as the District maintained staffing and program sections according to enrollment levels. This ensured newcomers received the necessary resources to build literacy skills, integrate into their home schools, and succeed academically on the ELPAC and in their coursework.
- Action 1.9 Comprehensive EL Support offered a district-wide program to ensure English Learners' academic growth and progress on CAASPP ELA and ELPAC tests. This action was fully implemented thanks to the District's ongoing commitment to staffing. The District maintained the Director of Categorical Programs position and added staff as the number of EL students increased. This comprehensive approach included EL specialists, language assessors, instructional materials, and various course offerings like EL, ELD, and Accelerated English classes.
- Action 1.10 Peer Mentors implemented a program utilizing college students and district graduates to provide in-class support for ELs, SED/LI, and FY freshmen in core subjects like math, biology, and English. This action achieved full implementation insofar as the District strategically secured mentors for each campus and even expanded targeted support areas; however, the District experienced some challenges in finding tutors and thus hired fewer over time. This ensured these students received individualized academic assistance within a co-teaching environment facilitated by trained mentors and teachers.
- Action 1.11 Curricular and Instructional Software and Platforms aimed to equip teachers with effective instructional technology and support student engagement, particularly for online learning. This action was fully implemented as the District not only secured access to existing platforms like Canvas, Zoom, and Office 365, but also expanded resources to include tools like Newsela Pro, Snap and Read, and PearDeck. Annual evaluations ensure these platforms are valuable for teachers and contribute to student achievement as measured by graduation rates, CAASPP performance, and A-G completion rates.
- Action 1.12 Instructional Devices, Support, and Infrastructure aimed to provide all students with a one-to-one device program to ensure equitable access to online learning and academic resources. This action was fully implemented. The District not only maintained the existing program established during the pandemic but also addressed evolving needs by expanding its technical support team and prioritizing network security and student data privacy. This comprehensive approach ensures all students, particularly SED/LI students, have the technology needed to succeed in both classroom and remote learning environments.
- Action 1.13 Career Technical Education Programs provided students with a comprehensive career readiness program overseen by the Director of Career Readiness. This program offered a variety of experiences, including courses, internships, and exploration tours, to expose students to various career paths. This action achieved full implementation as the District actively expanded course offerings and prioritized enrollment for EL students, ensuring they have equitable access to these programs and opportunities to earn graduation credits through career development. Career Technicians further supported this initiative at the school level by promoting exploration opportunities and managing BVROP enrollment. The focus on Technology Skills, Career Exploration, Employability, Life, and Learning Skills (TCELL) aimed to equip all students, particularly unduplicated students, with the foundation needed to be career-ready upon graduation.

- Action 1.14 Outreach focused on supporting student success through graduation and college/career readiness. This action was fully implemented as the District maintained full staffing and funding for the Outreach Consultant who oversees initiatives like progress monitoring, staff training, and family engagement. These efforts ensure all students, especially those aiming for post-secondary education or careers, have equitable access to the resources and support they need to succeed.
- Action 1.15 Support for Students with Disabilities aimed to ensure students with disabilities receive appropriate support according to their Individualized Education Program (IEP). This action achieved full implementation as the District maintained full staffing and funding for the Special Education Coordinator and additional positions. This coordinator facilitated parent meetings, collaborated with school teams, and provided training for teachers, all aimed at maximizing student achievement and inclusion rates.
- Action 1.16 College and Universities Visits aimed to provide equitable access to college and university exploration trips, particularly for underserved student groups. This action achieved partial implementation. While the District secured funding and staff to accompany students, a challenge arose with the contracted consultant, preventing them from fulfilling the service as planned. This unexpected hurdle limited the number of college visits offered to students, especially SED/LI, FY, and ELs, who were intended to benefit most from this opportunity to close achievement gaps in the College and Career indicator.
- Action 1.17 Enrichment Class and Activities aimed to improve attendance and connection for SED/LI, ELs, and FY students through supplemental and enrichment activities. This action was fully implemented. The District even expanded course offerings as staff discovered new methods to engage students. This went beyond simply fulfilling the original plan, demonstrating a commitment to addressing student needs.
- Action 1.18 Community Day School offered a structured educational environment for Long-Term English Learners (LTELs) and FY students who faced disruptions in their schooling. This action achieved full implementation as the District allocated the necessary funding and staffing to run the program. Chaffey Community Day School provided these students with individual support and a smaller class size compared to a traditional high school setting, aiming to optimize their chances to thrive academically.
- Action 1.19 Career and Trade Fair Events provided students with valuable career exploration opportunities by connecting them with local industry professionals. This action was fully implemented, ensuring SED/LI, ELs, FY, and SWD students had the chance to participate. These events not only fostered career awareness but also equipped students with practical skills like resume writing and interview practice. The one-on-one interactions with professionals aimed to prepare them for future job, training, and career opportunities. The College and Career Indicator and the locally-administered TCELL survey will be used to gauge the effectiveness of this program.
- Action 1.20 College-Going Readiness and Access aimed to improve college preparation for all students by providing targeted training to teachers, counselors, and families on college access and coursework options, including dual enrollment. This action achieved full implementation thanks to the District allocating the necessary funding to support these training programs. This initiative focused on equipping educators, counselors, and families with the knowledge and resources to guide students across all groups towards college readiness, as well as providing a Director to oversee the implementation and expansion of this action.

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 actions outlined in Goal 1 may have variances in expenditures due to unforeseen circumstances. The following information is intended to inform the reader of any material differences:

- Action 1.7 College Readiness Programs and Events had a reduction of $166,308 in expenses primarily due to a reduction of SAT readiness supports. This was in response to several colleges shifting away from the SAT as a metric used for determining eligibility.
- Action 1.10 Peer Mentors had a reduction of $753,856 in expenses primarily due to hiring less tutors than desired for the various programs.
- Action 1.16 College and Universities Visits had a reduction of $91,417 in expenses due to challenges with the vendor providing services.

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

The actions for Goal 1 were employed with varying degrees of effectiveness, as measured by their potential impact on student achievement metrics aligned to Goal 1.

- Action 1.1 AVID, Action 1.2 Access to a Broad Course of Study, Action 1.3 Support & Interventions were used to improve outcomes for A-G rate. The overall A-G completion rate for all students decreased across the analyzed period (72%-65.8%). The pandemic and shift to distance learning in 2020-2021 likely impacted A-G completion negatively, making it difficult to isolate the specific effect of each action in this timeframe. These actions are limited in their effectiveness and will be modified in the next LCAP.
- 1.14 Outreach, 1.18 Community Day School, and 1.20 College-Going Readiness and Access were used to improve outcomes for the graduation rate.There has been some recovery in graduation rates since the pandemic year (87.8% - 89.5%). This suggests that these have contributed to positive trends. These actions are limited in their effectiveness and will be modified in the next LCAP.
- 1.8 Newcomer EL Services and 1.9 Comprehensive EL Support were used to improve outcomes for the ELPI rate. The district aimed to significantly increase the number of English Learners making progress towards English proficiency. While we saw progress initially (reaching 45% in year 1), the percentage of students achieving this goal has dipped over the past two years, falling to 41.5% in the most recent data. This suggests our current efforts need refinement to achieve the ambitious target we set. These actions are limited in their effectiveness and will be modified in the next LCAP.
- 1.4 Interventions, 1.5 Teacher Librarians, Action 1.6 Instructional Materials, 1.11 Curricular Software and Platforms, and 1.17 Enrichment Activities were used to improve outcomes in performance for the CAASPP ELA. The data covers only three years post-implementation, and the pandemic significantly impacted student learning in the middle of this period (2020-2021). All the actions target resources and support specifically towards student groups that require additional help, particularly EL, SED/LI, and FY students. These groups are also the ones with achievement gaps as highlighted in the data analysis. In 2023, 67.45% of students met or exceeded standards, representing a small improvement over 2019's 66%. Additionally, SED/LI students maintained consistent performance across the years, with around 63% meeting or exceeding standards. These actions are limited in their effectiveness and will be modified in the next LCAP.

- 1.4 Interventions, 1.5 Teacher Librarians, 1.11 Curricular Software and Platforms, and 1.17 Enrichment Activities were used to improve outcomes in performance for the CAASPP Math. In 2023, 34.31% of students met or exceeded standards, representing a decline over 2019's 38%. Additionally, SED/LI students declined in performance across the years, with around 28.29% meeting or exceeding standards. This did not meet the expected goal of 42% of students meeting or exceeding standard. All the actions target resources and support specifically towards student groups that require additional help, particularly EL, FY, and SED/LI students. These actions are limited in their effectiveness and will be modified in the next LCAP.
- 1.13 Career Technical Education (CTE), 1.16 College and University Visits, 1.19 Career and Trade Fair Events, and 1.20 College-Going Readiness and Access were used to improve outcomes in performance for the College/Career Indicator. Several student groups, including ELs, SWD, SED/LI, African American, and Hispanic students, showed increased preparedness over the past three years (18.1% to 18.2%, 7.1% to 9.9%, 47.1%-42.4%, 39.4% to 39.7%, and 48.4% to 42.4%, respectively). However, there's room for further improvement across all groups as the overall went from 53.1% to 48.6%. These actions are limited in their effectiveness and will be modified in the next LCAP.
- 1.7 College Readiness Programs and Events was used to improve outcomes in the percentage of Students Passing AP Exams with a Score of 3 or Higher local data. The significant decrease in year one (from 55.3% to 49% overall) likely resulted from distance learning, impacting both program participation and exam performance. This action is limited in its effectiveness and will be modified in the next LCAP.
- 1.15 Support for Students with Disabilities was used to improve outcomes in the Inclusion (students with disabilities with an IEP enrolled in general education classes 80% of the school day) rate. The inclusion rate did not improve to the appropriate level as determined by the desired outcome, from 61% to 58%, particularly post-COVID. This action is limited in its effectiveness and will be modified in the next LCAP.
- 1.13 Career Technical Education, 1.16: Colleges and Universities Visits, 1.1 Career and Trade Fair Events (new action added in May of 2023), 1.2 College-Going Readiness and Access (new action added in May of 2023) were used to improve outcomes in performance for the Career Exploration Experiences local data. Students continue to be provided the opportunity to explore careers and participate in career technical education courses and more students engaged in career exploration activities each year, as evidenced by the difference between the Baseline data of 43,327 and the Year 3 outcome of 60,514 students -- Year 3's outcomes of 60,514 students experiencing career exploration experiences exceeded the 1% annul increase that was the target. These actions were effective and will be updated in the next LCAP.
- 1.15 Support for Students with Disabilities was used to improve outcomes in the California Statewide Assignment Accountability System for teacher misassignment. However, the rate of misassignment increased to 95 teachers for the Year 3 Outcome, indicating that this action was not effective in its capacity to improve this metric. This action will be modified in the next LCAP.
- 1.12 Instructional Devices, Support, and Infrastructure was used to improve outcomes in the Williams Act Compliance data. The Williams Act Compliance Data collected continues to show no Williams Complaints when it comes to sufficiency of materials. This action was effective.
- 1.9 Comprehensive EL Support and 1.10 Peer Mentors were used to improve outcomes in the Reclassification Rate. That rate improved to 14.4% in Year 3, higher than the desired outcome of 14.2%. This action was effective.
- 1.4 English and Math Interventions, Programs, Materials, 1.5 Teacher Librarians, 1.11 Curricular and Instructional Software and Platforms, 1.17 Enrichment Classes and Activities were used to improve outcomes in performance for the Early Assessment Program (EAP) percent of students prepared for College ELA and Math. EAP program readiness decreased in both English and

Math, from 49% to 35.55% and from 20.6% to 13.94%, respectively. These actions are limited in their effectiveness and will be modified in the next LCAP.

- 1.19 Career and Trade Fair Events (new action added in May of 2023) was used to improve outcomes in the TCELL Student Survey (new metric added in May of 2022-2023) local data. Feedback from seniors through the TCELL Student Survey are positive – with 77% of seniors reporting they had the opportunity to explore career options in high school and 89% of seniors reporting they acquired the necessary employability skills to succeed after high school. These actions were effective and will be updated in the next LCAP.
- 1.9 Comprehensive EL Support was used to improve outcomes in the rate at which students earned the Seal of Biliteracy (new metric added in May of 2022-2023). The rate increased by the percentage by 3.4% to 13% in Year 3 from 9.6% as the Baseline. The Year 3 outcome exceeded the goal of increasing the percentage by 1% annually. This action was effective.

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.

This year, the District is undertaking a comprehensive review and revision of our Local Control and Accountability Plan (LCAP) in accordance with the new three-year cycle and recent state requirements. This deep needs analysis and the updated state requirements have presented an opportunity to develop new and improved actions to achieve our updated goals for student success. We acknowledge that some of the actions within our previous LCAP cycles may not have achieved the desired results over the past three years.

While we have analyzed the specific reasons for those previous actions' ineffectiveness within the LCAP document itself, we want to highlight our commitment to moving forward with a fresh perspective; thus, the 2024-2027 LCAP will focus on a new set of actions that will constitute a more effective, streamlined, and impactful approach to serving our students. These changes aim to strengthen our efforts towards achieving our core goals and align with the most recent state guidelines.

The only actions that we intend to continue as they currently exist are the following: 1.5 Teacher Librarians, 1.8 Newcomer EL Services, 1.10 Peer Mentors, and 1.18 Community Day. Actions that will be continued but significantly modified will be 1.1 AVID, 1.6 Instructional Materials, 1.9 Comprehensive EL Support, 1.12 Instructional Devices, Support, and Infrastructure, 1.13 Career Technical Education, 1.19 Career and Trade Fair Events, and 1.20 College Going Readiness and Access. The areas of focus will remain the same but the actions taken will be modified to ensure higher efficacy in their implementation.

Metrics for Goal 1 will shift to reflect updated mandated metrics, disparities in outcomes, specifically as they relate to the Dashboard, and the District's evolving areas of focus for student achievement.

We believe this evolved approach, informed by data, feedback, and state requirements, will position us to deliver an exceptional educational experience for all students and achieve our LCAP goals.

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	CJUHSD will provide comprehensive professional learning opportunities that prioritize cultural proficiency, self-reflection, and innovative research-based instructional practices, utilizing technology and resources to achieve equitable outcomes among all student groups.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Staff Satisfaction Survey	In 2020-21, teachers reported an overall satisfaction rate of 79.4% for the quality of professional learning provided.	In 2021-22, teachers reported an overall satisfaction rate of 53% for the quality of professional learning provided.	In 2022-23, teachers reported an overall satisfaction rate of 78% for the quality of professional learning provided.	In 2023-24, teachers reported an overall satisfaction rate of 86% for the quality of professional learning provided.	To improve the satisfaction rate by 1% annually.
Academic Standards and/or Curriculum Frameworks Implementation - Local Indicator Reflection Tool.	In 2020-21, 63% of teachers indicated that the District was at Full Implementation in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified within their content area.	In 2021-22, the self-reflective tool was not able to be administered to teachers in the traditional practices. Data will be collected in the 22-23 school year.	In 2022-23, 78.8% of teachers indicated that the District was at Full Implementation in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified within their content area.	In 2023-24, 62% of teachers indicated that the District was at Full Implementation in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified within their content area.	To maintain administration of locally-reported survey annually and continue to provide professional learning support and increase teacher's response by .1% annually.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Professional Learning Needs - Local Indicator Self-Reflection Tool.	In 2020-21, 52% of teachers indicated that the District was at Full Implementation of identifying the professional learning needs of teachers or staff as a whole.	In 2021-22, the self-reflective tool was not able to be administered to teachers in the traditional practices. Data will be collected in the 22-23 school year.	In 2022-23, 53.3% of teachers indicated that the District was at Full Implementation of identifying the professional learning needs of teachers or staff as a whole.	In 2023-24, 47% of teachers indicated that the District was at Full Implementation of identifying the professional learning needs of teachers or staff as a whole.	To maintain administration of locally-reported survey annually and increase teacher's response by .1% annually.
Standards-Based Grading Implementation	In 2020-21, 40 teachers implemented standards-based grading.	In 2021-22, 40 teachers implemented standards-based grading.	In 2022-23, 41 teachers implemented standards-based grading.	In 2023-24, 41 teachers implemented standards-based grading.	The District will increase number of teachers utilizing standards-based grading District-wide annually by 5%.
Social-Emotional Learning Training Opportunities	In 2020-21, the District offered 6 opportunities for teachers to learn about and implement social emotional learning.	In 2021-22, the District offered 22 opportunities for teachers to learn about and implement social emotional learning.	In 2022-23, the District offered 30 opportunities for teachers to learn about and implement social emotional learning.	In 2023-24, the District offered 12 opportunities for teachers to learn about and implement social emotional learning.	The District will increase number of opportunities provided annually by 1%
Diversification of Curriculum - Student Survey	In 2020-21, the District surveyed students and 67% said their culture and community are represented and valued in their classes, and 51% said	In 2021-22, the District surveyed 10,000 students and 66.2% said their culture and community are represented and valued in their	In 2022-23, the District surveyed over 11,000 students and 68.5% said their culture and community are represented and valued in their	In 2023-24, the District surveyed 9,971 students and 83% said their culture and community are represented and valued in their classes, and 77.6%	The District will increase the percentage of students who say their culture and community are represented and valued in their

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	they have read about their culture, identity, and/or community in their classes.	classes, and 58.1% said they have read about their culture, identity, and/or community in their classes.	classes, and 60.1% said they have read about their culture, identity, and/or community in their classes.	said they have read about their culture, identity, and/or community in their classes.	classes, and who say they have read about their culture, identity, and/or community in their classes by 2% annually.
Professional Learning Opportunities to Support and Improve Instruction for English Learners	In 2020-21, the District provided 20 professional learning opportunities for teachers of ELs.	In 2021-22, the District provided 26 professional learning opportunities for teachers of ELs.	In 2022-23, the District provided 152 professional learning opportunities for teachers of ELs.	In 2023-24, the District provided 26 professional learning opportunities for teachers of ELs.	Increase number of opportunities provided annually by 1%.
California Assessment of Student Performance and Progress (CAASPP) ELA	The District's performance levels on English Language Arts was reported as GREEN on the Dashboard in 2019. • 2019 ELA Results - 38.4 Above Standard (+7) GREEN • 2019 ELA All Students - 32% Exceeded, 34% Met, 20% Nearly, 14% Not • 2019 ELA EL- 1% Exceeded, 7% Met, 30%	Most recent data: 2021 Performance on the CAASPP ELA % of students who Met or Exceeded Standards All Students - 68.48% EL - 15.24% SED/LI - 62.97% The Mean Scaled Student Score improved 12.5 points in 2021 (2632.8 points) • 2021 ELA Results All Students Exceeded Standards - 35.97%	2022 Performance on the CAASPP ELA % of students who Met or Exceeded Standards All Students - 66.51% EL - 13.89% SED/LI -59.74% The Mean Scaled Student Score improved 40 points in 2022 (5234 points) • 2022 ELA Results All Students Exceeded Standards - 33.81% Met Standards -32.7%	2023 Performance on the CAASPP ELA % of students who Met or Exceeded Standards All Students - 67.45% EL - 11.05% SED/LI - 62.65% The ELA Mean Scaled Student Score in 2023 was 2625.8 points, an improvement of 3.4 points. • 2023 ELA Results All Students Exceeded Standards - 35.55% Met Standards -	The Districtwide achievement on ELA CAASPP will increase by 2 points above standard annually for all students and maintain a performance level of GREEN. • ELA Results - 40.4 Above Standard ELA All Students - 34% Exceeded, 34% Met, 20% Nearly, 14% Not • ELA EL- 3% Exceeded

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Nearly, 63% Not • 2019 ELA SED/LI - 24% Exceeded, 35% Met, 24% Nearly, 17% Not *The 2020 administration of CAASPP was suspended due to the COVID-19 pandemic.	Met Standards - 32.51% Nearly Met Standards - 20.03% Did Not Meet Standards - 11.49% • 2021 ELA Results EL Students Exceeded Standards - .95% Met Standards - 14.29% Nearly Met Standards - 37.14% Did Not Meet Standards - 47.62% • 2021 ELA Results SED/LI Students Exceeded Standards - 28.60% Met Standards - 34.37% Nearly Met Standards - 23.70% Did Not Meet Standards - 13.34%	Nearly Met Standards -19.36% Did Not Meet Standards -14.13% • 2022 ELA Results EL Students Exceeded Standards - 2.78% Met Standards - 11.11% Nearly Met Standards -32.10% Did Not Meet Standards -54.01% • 2022 ELA Results SED/LI Students Exceeded Standards - 27.75% Met Standards - 31.99% Nearly Met Standards -22.72% Did Not Meet Standards -17.54%	31.90% Nearly Met Standards - 18.46% Did Not Meet Standards - 14.09% • 2023 ELA Results EL Students Exceeded Standards- 1.54% Met Standards- 9.51% Nearly Met Standards - 29.82% Did Not Meet Standards - 59.13% • 2023 ELA Results SED/LI Students Exceeded Standards - 30.07% Met Standards - 32.58% Nearly Met Standards - 20.56% Did Not Meet Standards - 16.79% Source: caaspp-elpac.org	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP Math	The District's performance levels on math was reported as GREEN on the Dashboard. The average math score improved 5.9 points in 2019. • 2019 Math Results - 38.1 Below Standard (+5.9) GREEN • 2019 Math All Students - 15% Exceeded, 23% Met, 26% Nearly, 36 % Not • 2019 Math EL- 2% Exceeded, 4% Met, 11% Nearly, 83% Not • 2019 SED/LI Math- 10% Exceeded, 20% Met, 27% Nearly, 43% Not	Most recent data: 2021 Performance on the CAASPP Math % of students who Met or Exceeded Standards All Students - 44.46% EL - 17.76% SED/LI - 37.13% The Mean Scaled Student Score improved 23 points in 2021 (2610.7 points) • 2021 Math Results All Students Exceeded Standards - 19.01% Met Standards - 25.45% Nearly Met Standards - 26.67% Did Not Meet Standards - 28.87% • 2021 Math Results EL Students Exceeded Standards - 3.74% Met Standards -	Most recent data: 2022 Performance on the CAASPP Math % of students who Met or Exceeded Standards All Students - 30.77% EL - 8.66% SED/LI -23.73% • 2022 MATH Results All Students Exceeded Standards - 12.8% Met Standards - 17.9% Nearly Met Standards - 24.06% Did Not Meet Standards - 45.17% • 2022 MATH Results EL Students Exceeded Standards - 2.79% Met Standards -5.87% Nearly Met Standards -9.22% Did Not Meet Standards -82.12%	2023 Performance on the CAASPP Math % of students who Met or Exceeded Standards All Students - 34.31% EL - 6.66% SED/LI - 28.29% The Math Mean Scaled Student Score in 2023 was 2570.8 points, an improvement of 8.9 points. • 2023 Math Results All Students Exceeded Standards - 13.94% Met Standards - 20.37% Nearly Met Standards - 23.67% Did Not Meet Standards - 42.02% • 2023 Math Results EL Students Exceeded Standards - 2.56%	The District-wide achievement on MATH CAASPP will increase by 2 points above standard annually for all students and maintain a performance level of GREEN. • Math Results - 40.1 Above Standard • Math All Students - 17% Exceeded, 25% Met, 26% Nearly, 36% Not • Math EL - 4% Exceeded • Math SED/LI - 12% Exceeded

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	*The 2020 administration of CAASPP was suspended due to the COVID-19 pandemic.	14.02% Nearly Met Standards - 28.97% Did Not Meet Standards - 53.27% • 2021 Math Results SED/LI Students Exceeded Standards - 13.52% Met Standards - 23.61% Nearly Met Standards - 28.76% Did Not Meet Standards - 34.10%	• 2022 MATH Results SED/LI Students Exceeded Standards - 8.95% Met Standards - 14.78% Nearly Met Standards -23.81% Did Not Meet	Met Standards - 4.10% Nearly Met Standards - 29.82% Did Not Meet Standards - 84.10% • 2023 Math Results SED/LI Students Exceeded Standards - 10.17% Met Standards - 18.12% Nearly Met Standards - 24.0% Did Not Meet Standards - 47.71% Source: caaspp-elpac.org	
Graduation Rate	2018-19 Graduation Rate Indicator on California School Dashboard ALL - 90.3% - YELLOW EL - 74.2% - ORANGE SED/LI (LI) - 89.3% - GREEN	Graduation Rate California School Dashboard Graduating Class of 2021 All - 87.8% EL - 70.0% SED/LI - 85.8% SWD - 70.0% Afr. Amr.- 88.7%	Graduation Rate for Graduating Class of 2022 All - 91.6% EL - 71.8% SED/LI - 90.4% SWD - 78.8% African American 91.2%	Graduation Rate for Class of 2023 All - Orange 89.5% (-2.2%) EL - Red 67.6% (-4.2%) SED/LI - Orange 87.9% (-2.5%) SWD - Orange 76.1% (-3.7%)	Graduation rates will increase annually by .1% for all student groups and/or achieve a GREEN (high) or BLUE (very high) performance level on the California School Dashboard.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	SWD - 76.1% - YELLOW Afr. Amr. - 89.8% - YELLOW American Indian - 90% - NPC Asian - 94% - GREEN Filipino - 100% - BLUE Hispanic - 89.2% - YELLOW Pacific Islander - 96.7% - NPC 2 or more - 96.7% - BLUE White - 90.4% - ORANGE Foster Youth - 84.2% GREEN Homeless - 83.9% - GREEN *The 2020 CA Dashboard was suspended due to the COVID-19 pandemic.	American Indian - 90% Asian - 94.5% Filipino - 97.5% Hispanic - 85.8% Pacific Islander - 94.1% 2 or more - 91.2% White - 91.1% Foster Youth - 56.1% Homeless - 76.0%	American Indian - 95.2% Asian - 95.7% Filipino - 98.4% Hispanic - 91.1% Pacific Islander - 8937% 2 or More - 93.2% White - 92.5% Foster Youth -70.9% Homeless - 83.7% Source: CA Dashboard	African American- Orange 90% (-1.2%) American Indian - No Color 86.6% (-14.6%) Asian - Yellow 91.7% (-4%) Filipino - Blue 97.7% (-.7%) Hispanic - Orange 88.2% (-2.8%) Pacific Islander - No Color 84% (-5.7%) 2 or More - Green 94.8% (+1.5%) White - Green 82.7% (+.2%) Foster Youth - Orange 68.5% (-2.4%) Homeless - Orange 79.1% (-4.6%) Source: 2023 CA Dashboard	
Suspension Rate	2018-19: The suspension rate increased to 5.3% as reported on the CA School Dashboard.	The CA Dashboard did not report student outcomes for the Suspension Rate State Indicator.	2021-22: The suspension rate increased to 6% as reported on the CA School Dashboard, with a rating of Medium.	2022-23: The suspension rate increased by 0.5% to 6.4% as reported on the 2023 CA School Dashboard.	The District will reduce suspension rate by .1% as reported on Dataquest. The District will decrease suspension rate

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Suspension Rate Indicator on California School Dashboard by student group: (Percentages reflect students who were suspended at least once.) ALL - ORANGE (5.3%) EL - ORANGE (7.3%) SED/LI - ORANGE (6.2%) SWD - RED (9.8%) Afr. Amer. - RED (9.2%) American Indian - YELLOW (4.2%) Asian - BLUE (1.3%) Filipino - YELLOW (2.2%) Hispanic - ORANGE (5.6%) Pacific Islander - GREEN (4.4%) 2 or more - ORANGE (6.8%) White - YELLOW (3.8%) Foster Youth - ORANGE (20.8%) Homeless - ORANGE (7.1%)	Most recent local suspension data: 2021-2022 total number of suspensions - 1996	Suspension Rate Indicator on California School Dashboard by student group: (Percentages reflect students who were suspended at least once.) ALL - MED, 6% EL - High, 8.3% SED/LI - High, 7.3% SWD - Very High, 9.9% Afr. Amer. - Very High, 10.7% American Indian - Very High, 9.2% Asian - Low, 2% Filipino - Low, 2.4% Hispanic - High, 6.4% Pacific Islander - High, 9.1% 2 or more - Med, 4.2% White - Med, 3.6% Foster Youth - Very High 22.1% Homeless - Very High 9.4%	Suspension Rate Indicator on California School Dashboard by student group: (Percentages reflect students who were suspended at least once.) ALL - Orange 6.4% EL - Red 10.3% (+2%) SED/LI - Orange 7.6% (+.4%) SWD - Red 10.7% (+.8%) Afr. Amer. - Red 11.1% (+.4%) American Indian - Yellow 8.3% (-1.8%) Asian - Green 2% (+0%) Filipino - Blue 1.5% (-.9%) Hispanic - Orange 7% (+.6%) Pacific Islander - Yellow 7.3% (-1.7%) 2 or more - Orange 6.6% (+.7%) White - Yellow 3.8% (+.2%) FY - Orange 19.3% (-2.8%)	annually and/or improve by one performance level for each student group on the California School Dashboard.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	*The Dashboard was suspended in 2020			Homeless - Red 10.3% (+.9%)	
A-G Completion Rate	In 2019-2020, ALL - 72% EL - 12.6% / RFEP 69.2% SED/LI) - 66.1% SWD - 16.9% Afr. Amr. - 63.8% Amer. Indian - 50% Asian - 87.6% Filipino - 92.4% Hispanic - 61.6% Pacific Islander - 57.1% 2 or more - 72.1% White - 72.8% Foster Youth - 11.8% Homeless - 48.7% *Preliminary local data for 2021, ALL - 70% (this data will be effected by some seniors completing coursework through the summer)	In 2020-2021 All - 69.0% EL -30.7% SED/LI - 64.4% SWD - 19.8% Afr. Amr. - 63.9% Amer. Indian - 58.8% Asian - 86.9% Filipino - 88.8% Hispanic - 65.0%% Pacific Islander - 62.5% 2 or more - 74.8% White - 75.9% Foster Youth - % Homeless - % *Preliminary local data for 2022 ALL - 62.1% (this data will be affected by some seniors completing coursework through the summer)	In 2021-2022 All - 64.7% EL - 36.2% SED/LI - 58.7% SWD - 26.1% Afr. Amr. - 59.2% Amer. Indian - 45.0% Asian - 82.9% Filipino - 86.3% Hispanic - 60.4% Pacific Islander - 61.5% 2 or more - 72.7% White - 73.3% Foster Youth - 25.0% Homeless - 45.1% *Preliminary local data for 2023 ALL 64.4% (this data will be affected by some seniors completing coursework through the summer) SOURCE: LOCAL DATA	A-G Completion Rate for Class of 2023 All - 65.8% EL - 41.7% SED/LI - 60.4% SWD - 28.6% African American - 59.9% American Indian - 64.0% Asian - 89.1% Filipino - 90.6% Hispanic - 60.6% Pacific Islander - 66.7% 2 or More - 73.1% White - 75.9% Foster Youth - 45.7% Homeless - 45.9% Source: CDE Dataquest (Four-Year Adjusted Cohort Graduation Rate Outcomes)	The A-G completion rate for all students will increase by 1% annually. (ALL - 73%)

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.

This district implemented a comprehensive professional learning program with a focus on improving teacher effectiveness, student success, and equity. Several actions, like providing instructional coaches, mentoring programs, and technology upgrades, were fully implemented. These efforts resulted in positive outcomes like staffing additional special education coaches and expanding professional development opportunities.
However, some actions faced challenges. The mentorship program for ELs received less professional development than planned, potentially limiting its effectiveness. Similarly, the Ethnic Studies Course Development was delayed due to a focus on foundational equity training. The reduced need for virtual learning also led to a decrease in virtual teaching professional learning.
The following actions were implemented to a varying degree, all aiming to achieve the proposed metrics that define success for Goal 2.

- Action 2.1 Instructional Coaches addressed the challenges of remote learning by expanding the coaching team to support teachers, particularly in core subjects. This action was fully implemented as the District added coaches. The District continues to staff these positions to provide comprehensive professional learning and support to teachers, with the goal of improving academic performance, especially for unduplicated students, as measured by CAASPP.
- Action 2.2, focused on ELs, provided comprehensive support through a dedicated coach, professional development, and programs like Read 180, Accelerated English, and ELlevation. This action was fully implemented as the District funded and staffed the EL coach position. This collaborative effort aimed to improve the effectiveness of academic interventions and support for ELs, ultimately enhancing their performance on CAASPP ELA and ELPAC assessments.
- Action 2.3 Induction Mentors provided instructional support and mentorship for new teachers through classroom guidance and professional development. This action achieved full implementation as the District fully staffed the mentor positions. This collaborative effort aimed to improve teacher effectiveness, ultimately benefiting student outcomes on CAASPP and school climate.
- Action 2.4 PD: Content-Based Collaboration Teams, and other programs, provided teachers with professional learning focused on collaboration, differentiated instruction, and technology integration. This action was fully implemented as the District expanded these programs through various funding sources. This comprehensive approach aimed to improve teacher effectiveness in utilizing curriculum, instruction, and technology to benefit students.
- Action 2.5 focused on improving academic support for students with learning disabilities by providing specialized professional learning for educators. This action achieved full implementation as the District fully staffed the Special Education Coach position. The coach offered training on interventions, learning supports, collaboration models, and Universal Design for Learning (UDL). This comprehensive effort aimed to improve inclusion rates, freshmen success rates, and CAASPP performance in ELA and Math.
- Action 2.6 PD: Mentorship Program aimed to train peer mentors and teachers to collaborate effectively and support ELs in core academic subjects. This action achieved partial implementation. The District provided some professional development, but not as extensively as initially planned. This limited effort fell short of the program's intended scope to significantly improve EL achievement in A-G completion and graduation rates.

- Action 2.7 Instructional Technology for Staff ensured teachers and staff had access to high-quality instructional technology by providing ongoing upgrades, maintenance, and repairs. This action achieved full implementation as the District continued to allocate funding for this initiative. This ensured staff received the necessary technology to support effective teaching and learning.
- Action 2.8 Equity/Anti-Bias/Anti-Racism and Curricular Diversification Professional Learning aimed to create inclusive classrooms by providing professional learning on anti-bias, anti-racism, and culturally responsive pedagogy. This action achieved full implementation as the District funded the program and ensured substitute teachers were available to cover classes for full days of training. This comprehensive effort focused on reducing suspension rates and achievement gaps in A-G completion rates for unduplicated students.
- Action 2.9 Computer Science, Robotics and TCELL/Career Pathway Development aimed to expand student opportunities in computational thinking, robotics, and career development by infusing the TCELL framework into the curriculum. This action achieved full implementation and the District had to allocate additional resources to support further implementation as teachers desire for professional learning increased.
- Action 2.10 Standards-Based Grading intended to address grading inequities and improve student outcomes for ELs, SED/LI, and FY students by implementing standards-based grading. The initiative included professional learning and collaboration time for teachers to develop and align their curriculum and grading practices. However, this action achieved partial implementation. The District encountered staffing challenges that limited the expansion of the program at the rate originally anticipated.
- Action 2.11 Social-Emotional Learning (SEL) Support and Implementation focused on expanding SEL across all campuses. To achieve this, the District fully implemented the program by providing each school with up to five SEL site-based leaders. These leaders were responsible for developing curriculum and designing professional learning opportunities for teachers. This comprehensive approach aimed to cultivate a positive learning environment, as measured by the school climate survey. The District further supported teachers by offering SEL workshops to help them integrate these practices into their classrooms.
- Action 2.12 Virtual Teaching Professional Learning aimed to improve the quality of virtual instruction by providing professional learning for teachers. However, it achieved partial implementation. As the need for remote learning decreased, the District determined this initiative became less necessary.
- Action 2.13 Ethnic Studies Course Development targeted the develop and implementation of ethnic studies courses across the District in accordance with state legislature requirements. However, it achieved partial implementation. While the District prioritized equity training, which is a necessary foundation for ethnic studies courses, this focus shifted the timeline for course development. This resulted in less progress than originally anticipated.
- Action 2.14 Trauma-Informed Schools was created to create a supportive and healing school environment for all students by providing professional learning on trauma-informed practices for all staff. This action achieved full implementation. This program equipped educators with self-regulation techniques, a deeper understanding of trauma's impact on students, and methods to differentiate instruction to meet the needs of all learners.

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

The actions outlined in Goal 2 may have variances in expenditures due to unforeseen circumstances. The following information is intended to inform the reader of any material differences:

- Action 2.4 PD: Content-Based Collaboration Teams had an increase of $175,000 in expenses primarily due to Action 2.10 overall expenses being combined with Action 2.4 expenses.
- Action 2.7 Instructional Technology for Staff had a decrease of $110,663 in expenses primarily due to a lower need for technology maintenance and repairs than anticipated.
- Action 2.10 Standards-Based Grading had a decrease of $200,000 in expenses primarily due to partial implementation and overall expenses being combined with Action 2.4 expenses.
- Action 2.11 Social-Emotional Learning (SEL) Support and Implementation had a decrease of $48,981 in expenses primarily due to less overall needed time for development and/or collaboration.
- Action 2.12 Virtual Teaching Professional Learning had a decrease of $10,000 in expenses primarily due to partial implementation.
- Action 2.13 Ethnic Studies Course Development had a decrease of $19,850 in expenses primarily due to partial implementation.

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

The actions for Goal 2 were employed with varying degrees of effectiveness, as measured by their potential impact on student achievement metrics aligned to Goal 2.

- Action 2.1 Instructional Coaches, Action 2.2 ELD Coach, PD, Read 180, Accelerated English, ELlevation, ELD Achievement Team Collaboration, Action 2.3 Induction Mentors, Action 2.5 Special Education Coach and Professional Learning Focused on Supporting Students with Diverse Learning Needs, Action 2.7 Instructional Technology for Staff, and 2.10 Standards-Based Grading were used to improve outcomes for the CAASPP ELA and Math. Overall, there has been an upward trend in the percentage of students meeting or exceeding standards in CAASPP ELA over the three years, from 38.4% at baseline to 62.65% in year 3. However, this is still short of the desired outcome for 2023-24, which was to have the districtwide achievement on ELA increase by 2 points to reach above standard annually for all students. There has been a slight increase in the percentage of students meeting or exceeding standards in CAASPP Math over three years, from 38.1% at baseline to 40.1% in year 3. However, this increase is minimal and falls short of the desired outcome of a 2 point annual increase.These actions are limited in their effectiveness and will be modified in the next LCAP.
- Action 2.2 ELD Coach, PD, Read 180, Accelerated English, ELlevation, ELD Achievement Team Collaboration was measured by the number of professional learning opportunities provided to teachers of ELs, which fluctuated over the three years. There was a sharp increase from baseline to year 1, followed by a significant increase in year 2 and a decrease in year 3. The number of opportunities provided in year 3 (26) is the same as the baseline (20) and falls short of the desired outcome for 2023-24 of an annual increase of 1%. These actions are limited in their effectiveness and will be modified in the next LCAP.
- Action 2.4 PD: Content-Based Collaboration Teams, AP/Honors Collaborations, Wednesday Workshops, Summer School, RtI, Feeder District Articulation, Induction PD was used to improve outcomes for the Staff Satisfaction Survey and for academic

standards and/or curriculum frameworks implementation - Local Indicator. Staff satisfaction with professional learning dropped significantly from a high of 79.4% in 2020-21 to 53% in 2021-22. It then rebounded to 86% in 2023-24, exceeding the desired outcome of 85% for 2023-24. Though ample opportunities were provided, teachers were most frustrated by the volume of changes and adaptations that had to occur in response to COVID. The percentage of teachers indicating full implementation of professional learning for teaching to the recently adopted academic standards increased from 63% in 2020-21 to 78.8% in 2022-23. However, it fell back to 62% in 2023-24, which is short of the goal to maintain full implementation. These actions were limited in their effectiveness and will be modified in the next LCAP.

- Action 2.6 PD: Mentorship Program and Action 2.8 Equity/Anti-Bias/Anti-Racism and Curricular Diversification Professional Learning were used to improve outcomes for the A-G rate and the Diversification of Curriculum Student Survey. The A-G Completion Rate for all students has fluctuated over the three years, reaching a low of 64.7% in year 2 before rising to 65.8% in year 3. This increase is minimal and falls short of the desired outcome of a 1% annual increase. The percentage of students who said their culture and community are represented and valued in their classes increased steadily from 67% in the baseline year to 68.5% in year 3. These actions were limited in their effectiveness and will be modified in the next LCAP.
- Action 2.8 Equity/Anti-Bias/Anti-Racism and Curricular Diversification Professional Learning and Action 2.14 Trauma-Informed Schools were used to improve outcomes for the Suspension rate and the Diversification of Curriculum Student Survey. There was an increase over three years. The suspension rate increased from 5.3% in the 2018-2019 baseline data to 6.4% in the 2022-2023 year 3 outcome. The district did not meet the desired outcome of reducing the suspension rate by 0.1% as reported on Dataquest. This resulted in a difference of 0.5% between the Year 3 outcome and the Desired Outcome. The percentage of students who said their culture and community are represented and valued in their classes increased steadily from 67% in the baseline year to 68.5% in year 3. These actions were limited in their effectiveness and will be modified in the next LCAP.
- Action 2.8 Equity/Anti-Bias/Anti-Racism and Curricular Diversification Professional Learning and Action 2.13 Ethnic Studies Course Development were used to improve outcomes for diversification of curriculum - Student Survey. The percentage of students who said their culture and community are represented and valued in their classes increased steadily from 67% in the baseline year to 68.5% in year 3. These actions were limited in their effectiveness and will be modified in the next LCAP.
- Action 2.9 Computer Science, Robotics and TCELL/Career Pathway Development was used to improve outcomes for the A-G Completion Rate. The A-G Completion Rate for all students has fluctuated over the three years, reaching a low of 64.7% in year 2 before rising to 65.8% in year 3. This increase is minimal and falls short of the desired outcome of a 1% annual increase. This action was limited in its effectiveness and will be modified in the next LCAP.
- Action 2.11 Social-Emotional Learning Support and Implementation was measured by the number of Social-Emotional Learning Training Opportunities and the Graduation Rate. The number of opportunities provided to teachers for Social-Emotional Learning training fluctuated over the three years. There was a sharp increase from baseline to year 1, followed by a decrease in year 2 and another decrease in year 3. The number of opportunities provided in year 3 (12) is higher than the baseline (6) but far short of the desired outcome for 2023-24, and less than Year 1 and 2 Outcomes. The graduation rate from the Baseline Data to the Year 3 Outcome shows a decline over the three years. The decline is from 90.3% in the 2018-2019 baseline year to 86.6% in the 2022-2023 year 3 outcome. This resulted in a difference of 3.7 percentage points between the Year 3 outcome and the Desired Outcome which was to have all student groups increase graduation rates annually by 0.1% or achieve a GREEN (high) or BLUE (very high) performance level on the California School Dashboard. These actions are limited in their effectiveness and will be modified in the next LCAP.

- Action 2.12 Virtual Teaching Professional Learning was used to improve outcomes for the graduation rate. Since this action was not implemented significantly, it had little impact on the graduation rate. This action will not be continued in the next LCAP.

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.

This year, the District is undertaking a comprehensive review and revision of our Local Control and Accountability Plan (LCAP) in accordance with the new three-year cycle and recent state requirements. This deep needs analysis and the updated state requirements have presented an opportunity to develop new and improved actions to achieve our updated goals for student success. We acknowledge that some of the actions within our previous LCAP cycles may not have achieved the desired results over the past three years.
While we have analyzed the specific reasons for those previous actions' ineffectiveness within the LCAP document itself, we want to highlight our commitment to moving forward with a fresh perspective; thus, the 2024-2027 LCAP will focus on a new set of actions that will constitute a more effective, streamlined, and impactful approach to serving our students. These changes aim to strengthen our efforts towards achieving our core goals and align with the most recent state guidelines.
Actions that will be continued but modified will be 2.1 Instructional Coaches, 2.2 EL Support, 2.3 Induction Mentors, 2.5 Support for SWD, 2.8 Equity/Anti-Bias/Anti-Racism and Curricular Diversification Professional Learning, 2.11 Social-Emotional Learning (SEL) Support and Implementation, 2.13 Ethnic Studies Course Development, and 2.14 Trauma-Informed Schools. These actions will be redesigned to more effectively target the intended metrics and enhance effective academic supports for students' diverse needs.
Metrics for Goal 2 will shift to reflect shifts in priorities and partner feedback. Annual surveys of staff help to guide professional learning needs as they evolve. And metrics will shift to reflect more accurate and effective methods of measuring the impact of the professional learning offered and utilized.
We believe this renewed approach, informed by data, feedback, and state requirements, will position us to deliver an exceptional educational experience for all students and achieve our LCAP goals.

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	CJUHSD will provide a safe and caring learning environment that promotes and fosters student engagement, social-emotional well-being, diversity, equity, and inclusion.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Teacher Caseload	In 2020-21, the Average Class Size was 28.7/180.	In 2021-2022, the Average Class Size was 30.6.	In 2022-2023, the Average Class Size was 29.6.	In 2023-2024, the Average Class Size was 29.5.	The District will maintain appropriate caseloads to support effective instruction and improve student achievement. Average Class Size: 28.7/180
Suspension Rate	2018-19: The suspension rate increased to 5.3% as reported on the CA School Dashboard. Suspension Rate Indicator on California School Dashboard by student group: (Percentages reflect students who were suspended at least once.)	The 2021 CA Dashboard did not report student outcomes for the Suspension Rate State Indicator. Most recent local suspension data: 2021-2022 total number of suspensions - 1996	2021-22: The suspension rate increased to 6% as reported on the CA School Dashboard, with a rating of Medium. Suspension Rate Indicator on California School Dashboard by student group: (Percentages reflect students who were	2022-23: The suspension rate increased by 0.5% to 6.4% as reported on the 2023 CA School Dashboard. Suspension Rate Indicator on California School Dashboard by student group: (Percentages reflect students who were	The District will reduce suspension rate by .1% as reported on Dataquest. The District will decrease suspension rate annually and/or improve by one performance level for each student group on the California School Dashboard.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	ALL - ORANGE (5.3%) EL - ORANGE (7.3%) SED/LI - ORANGE (6.2%) SWD - RED (9.8%) Afr. Amer. - RED (9.2%) American Indian - YELLOW (4.2%) Asian - BLUE (1.3%) Filipino - YELLOW (2.2%) Hispanic - ORANGE (5.6%) Pacific Islander - GREEN (4.4%) 2 or more - ORANGE (6.8%) White - YELLOW (3.8%) FY - ORANGE (20.8%) Homeless - ORANGE (7.1%) *The Dashboard was suspended in 2020		suspended at least once.) ALL - MED, 6% EL - High, 8.3% SED/LI - High, 7.3% SWD - Very High, 9.9% Afr. Amer. - Very High, 10.7% American Indian - Very High, 9.2% Asian - Low, 2% Filipino - Low, 2.4% Hispanic - High, 6.4% Pacific Islander - High, 9.1% 2 or more - Med, 4.2% White - Med, 3.6% FY - Very High 22.1% Homeless - Very High 9.4%	suspended at least once.) ALL - Orange 6.4% EL - Red 10.3% (+2%) SED/LI - Orange 7.6% (+.4%) SWD - Red 10.7% (+.8%) Afr. Amer. - Red 11.1% (+.4%) American Indian - Yellow 8.3% (-1.8%) Asian - Green 2% (+0%) Filipino - Blue 1.5% (-.9%) Hispanic - Orange 7% (+.6%) Pacific Islander - Yellow 7.3% (-1.7%) 2 or more - Orange 6.6% (+.7%) White - Yellow 3.8% (+.2%) FY - Orange 19.3% (-2.8%) Homeless - Red 10.3% (+.9%)	
School Climate Survey	The District will focus on two foundational questions for this	School Climate Survey (Administered June 2022)	School Climate Survey (Administered through the LCAP in	School Climate Survey (Administered through the LCAP in	The District will increase the overall affirming statements

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	metric: • "I feel safe at this school." • 20% of students strongly agree with this statement • 70% of students agree with this statement • "My teachers care about me." • 19% of students strongly agree with this statement • 67% of students agree with this statement *The data reflected here is from the 2018-2019 school year. Due to the school closures	The District will focus on two foundational questions for this metric: • "I feel safe at this school." • 15.34% of students strongly agree with this statement • 72.50% of students agree with this statement • "My teachers care about me." • 17.12% of students strongly agree with this statement • 69.75% of students agree with this statement	April 2023) The District will focus on two foundational questions for this metric: • "I feel safe at this school." • 14.10% of students strongly agree with this statement, a decrease of 1.24%. • 72.85% of students agree with this statement, an increase of .35%. • "My teachers care about me." • 15.78% of students strongly agree with this statement	April 2024) • "I feel safe at this school." • 19% of students strongly agree with this statement, an increase of 4.9%. • 71% of students agree with this statement, a decrease of 1.85%. • However, 89% of students agree/strongly agree, an increase of 2% overall. • "My teachers care about me." • 31% of students strongly agree with	(strongly agree and agree) by.1% annually. The District will annually review the results of the school climate survey to maintain and/or expand services based on student needs.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	as a result of the COVID-19 pandemic, this survey was not administered in the 20-21 school year. The District will need to re-develop a school climate survey to accurately identify student needs upon the return to in-person instruction.		• 70.72% of students agree with this statement	this statement • 57% of students agree with this statement, an overall increase of 1.5%.	
Attendance Rate	2019-2020: (data collected through March 8, 2020, prior to school closures due to COVID-19 Pandemic) Attendance Rate - 96.29% *In 2020-2021, attendance rate data was not collected due to the COVID-19 pandemic, and instead, attendance statutes changed to reflect engagement rate.	2021-2022: (local data collected through Month 10) Attendance Rate - 91%	2022-2023: (local data collected through Month 10) Attendance Rate - 93.1%	2023-2024: (local data collected through Month 8) Attendance Rate - 93.5%	The District will increase student attendance rate by .1% annually.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Facilities Inspection Tool	In 2020-2021, CJUHSD achieved an "exemplary" rating on the Facilities Inspection Tool (FIT) at each site.	In 2021-2022, CJUHSD achieved an "exemplary" rating on the Facilities Inspection Tool (FIT) at each site.	In 2022-2023, CJUHSD achieved an "exemplary" rating on the Facilities Inspection Tool (FIT) at each site.	In 2023-2024, CJUHSD achieved an "exemplary" rating on the Facilities Inspection Tool (FIT) at each site.	The District will achieve an exemplary rating on the Facilities Inspection Tool (FIT) annually.
Dropout Rate	2019-20: Dropout Rate - 4.4% *The Dashboard was suspended in 2020	The 2021 CA School Dashboard did not report student outcomes for the Dropout Rate Indicator DataQuest Reported Data Four-Year Adjusted Cohort Data 2020-2021: 6.5%	2021-22: Dropout Rate - 5.7% Source: DataQuest	2022-23: Dropout Rate - 9.4% Source: CDE DataQuest (2022-23 Four-Year Adjusted Cohort Outcome)	The District will reduce the dropout rate by .1% annually as reported on Dataquest.
Expulsion Rate	2019-20: Expulsion Rate - 0.11% *The Dashboard was suspended in 2020	The 2021 CA School Dashboard did not report student outcomes for the Expulsion Rate Indicator Local expulsion data: 2021-2022 total number of expulsions - 50	2021-22: Expulsion Rate - 0.2% Source: CA School Dashboard	2022-23: Expulsion Rate - 0.2% Source: CDE Dataquest	The District will reduce the expulsion rate by .1% annually as reported on Dataquest.
Chronic Absenteeism Rate	In 2020-2021, 45.3% of students were	In 2021-2022, 29% of students were absent	In 2022-2023, 25% of students were absent	In 2023-2024, 25% of students were absent	The District will reduce the chronic

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	absent 10% or more of the school year.	10% or more days of the school year.	10% or more days of the school year.	10% or more days of the school year.	absenteeism rate by 1% annually as reported on CALPADS.
Graduation Rate	2018-19 Graduation Rate Indicator on California School Dashboard ALL - 90.3% - YELLOW EL - 74.2% - ORANGE SED/LI - 89.3% - GREEN SWD - 76.1% - YELLOW Afr. Amr. - 89.8% - YELLOW American Indian - 90% - NPC Asian - 94% - GREEN Filipino - 100% - BLUE Hispanic - 89.2% - YELLOW Pacific Islander - 96.7% - NPC 2 or more - 96.7% - BLUE White - 90.4% - ORANGE FY - 84.2% GREEN	Graduation Rate California School Dashboard Graduating Class of 2021 All - 87.8% EL - 70.0% SED/LI - 85.8% SWD - 70.0% Afr. Amr.- 88.7% American Indian - 90% Asian - 94.5% Filipino - 97.5% Hispanic - 85.8% Pacific Islander - 94.1% 2 or more - 91.2% White - 91.1% FY - 56.1% Homeless - 76.0%	Graduation Rate for Graduating Class of 2022 All - 91.6% EL - 71.8% SED/LI - 90.4% SWD - 78.8% African American 91.2% American Indian - 95.2% Asian - 95.7% Filipino - 98.4% Hispanic - 91.1% Pacific Islander - 8937% 2 or More - 93.2% White - 92.5% FY -70.9% Homeless - 83.7% Source: CA Dashboard	Graduation Rate for Class of 2023 All - Orange 89.5% (-2.2%) EL - Red 67.6% (-4.2%) SED/LI - Orange 87.9% (-2.5%) SWD - Orange 76.1% (-3.7%) African American- Orange 90% (-1.2%) American Indian - No Color 86.6% (-14.6%) Asian - Yellow 91.7% (-4%) Filipino - Blue 97.7% (-.7%) Hispanic - Orange 88.2% (-2.8%) Pacific Islander - No Color 84% (-5.7%) 2 or More - Green 94.8% (+1.5%) White - Green 82.7% (+.2%) Foster Youth - Orange 68.5% (-2.4%)	Graduation rates will increase annually by .1% for all student groups and/or achieve a GREEN (high) or BLUE (very high) performance level on the California School Dashboard.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Homeless - 83.9% - GREEN *The 2020 CA Dashboard was suspended due to the COVID-19 pandemic.			Homeless - Orange 79.1% (-4.6%) Source: 2023 CA 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.

This district implemented a multifaceted program to create a safe and supportive learning environment for all students, with a particular focus on underserved populations. Several actions, like hiring an Equity and Inclusion leader and expanding mental health services, were fully implemented. These efforts resulted in positive outcomes like increased staffing for support services and more leadership opportunities for students.
However, not all actions were without challenges. Recruiting enough bus drivers for the home-to-school transportation program proved difficult. Overall, the focus on social-emotional well-being and cultural competency reflects the district's commitment to fostering a positive school climate for all students.
The following actions were implemented to a varying degree, all aiming to achieve the proposed metrics that define success for Goal 3.

- Action Title: 3.1 Executive Director of Equity and Inclusion established the Executive Director of Equity and Inclusion position to address achievement gaps and ensure equitable access to programs and services for SED/LI, FY, and ELs. This action was fully implemented by staffing the position and allocating necessary funding. The Executive Director focuses on initiatives like the Anti-Racist Equity Resolution and African American Parent Advisory Councils to improve academic performance and promote a positive school climate, ultimately aiming to benefit these student groups as measured by the CA School Dashboard.
- Action 3.2 Home-to-School Transportation prioritized student attendance by providing home-to-school transportation for SED/LI, FY, and ELs living in designated areas. This action achieved full implementation despite challenges in recruiting bus drivers. This initiative aimed to ensure access to in-person instruction and improve daily attendance rates.
- Action 3.3 Health and Safety ensured student well-being; the District fully implemented a training program for safety and health personnel. This program focused on social-emotional learning, mental health, restorative justice, and cultural proficiency. By

equipping staff with these skills, the initiative aimed to improve student safety (both physical and psychological) and reduce suspension rates through effective intervention and de-escalation techniques.

- Action 3.4 Foster Youth and SED/LI Student Outreach Support was fully implemented by staffing three Outreach Consultants to support FY and SED/LI. These consultants provided ongoing mentoring, essential resources, and monitor student progress. They collaborate with school staff to implement interventions and improve attendance rates, ensuring FY and SED/LI students have the support they need to succeed.
- Action Title: 3.5 Site Administrative Support was fully implemented this action by staffing Assistant Principals of Achievement (APAs) and additional Student Services administrators at comprehensive high schools. These administrators focused on supporting FY and SED/LI students. APAs monitored student progress, led intervention committees, and collaborated with families and staff to develop plans for academic success. They also connected FY students with mentors and SED/LI students with essential resources. This comprehensive approach aimed to improve graduation rates and A-G completion rates for these underserved student groups.
- Action 3.6 Mental Health Services for Students expanded mental health services to support students, particularly focusing on FY, ELs, and SED/LI students. This action achieved full implementation with funding allocated for additional staff, including Marriage and Family Therapy associates, behavioral assistants, psychologists, and community health workers. MFT staff provided suicide prevention training and formed crisis teams, ensuring comprehensive counseling services were available across the District.
- Action 3.7 Special Programs Support and Counseling Services was fully implemented by allocating funding for staff and materials to support all student populations. This included a special education director, instructional assistants, clerical support, textbooks, and instructional materials. Additionally, the District provided schools with assessment tools like the Woodcock-Johnson Reading Assessment (WJR) and Behavior Assessment System for Children (BASC) to ensure appropriate evaluation of students with disabilities as they are integrated into general education programs.
- Action 3.8 Foster Youth Mentorship Services was fully implemented through the expansion of mentorship services for FY and HY students, and unaccompanied youth at all schools. This program, offered through the California Youth Connection and the SB County Family Services Department, provided leadership development, one-on-one mentoring, and group activities. The initiative also included educational opportunities like field trips and a holiday event with a motivational speaker to improve A-G completion rates, attendance, and reduce suspension rates for these student groups.
- Action 3.9 Facilities Improvements and Maintenance addressed facility needs by maintaining a full-time Maintenance department and hiring additional custodians at schools serving a high number of underserved students. This action achieved full implementation as the District funded the Maintenance department and hired additional custodians. This comprehensive approach aimed to ensure all facilities remained safe, functional, and well-maintained.
- Action 3.10: Teacher Caseloads aimed to improve teacher engagement and support for SED/LI, FY, and ELs by maintaining manageable class sizes. This action achieved full implementation as the District allocated funding and staff to collaborate with associations and maintain these lower caseloads. This initiative focused on providing teachers with the time and resources to build strong relationships with students, ultimately improving academic performance (CAASPP) and attendance rates.
- Action 3.11: Services to Promote Social-Emotional Well-Being implemented a comprehensive program to improve school climate and student well-being, particularly for SED/LI, FY, and ELs impacted by COVID-19. This fully implemented action funded professional development for staff in PBIS, SEL, Cultural Proficiency, and Restorative Justice. It also expanded access to mental health services, peer counseling, and parent engagement opportunities. These initiatives aimed to reduce suspension rates and support a successful return to in-person learning for all students.

- Action 3.12: Behavior Intervention Specialists funded a partnership with a local social service agency to provide on-campus support for students, particularly those impacted by COVID-19. This fully implemented action funded specially trained Behavior Intervention Specialists to collaborate with school staff. These specialists addressed student mental health needs through a variety of interventions, aiming to improve reintegration and address challenges like anger management, substance use, and grief.
- Action 3.13: Student Leadership Training allowed for the implementation of targeted student leadership training to cultivate a safe and inclusive school climate. This fully funded action provided training to students, with a focus on SED/LI, FY, and ELs, SWD, and students of color. The program aimed to improve students' sense of self-efficacy, mental health, and connection to their communities, as measured by the campus climate survey.

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 actions outlined in Goal 3 may have variances in expenditures due to unforeseen circumstances. The following information is intended to inform the reader of any material differences:

- Action 3.1 Executive Director of Equity and Inclusion had a decrease of $44,080 in expenses primarily due to less overall needed hours.
- Action 3.3 Health and Safety had a decrease of $31,371 in expenses primarily due to less overall needed hours and/or hours expensed to other training actions.
- Action 3.12 Behavior Intervention Specialists had an increase of $477,900 in expenses primarily due to a greater need for services than anticipated.
- Action 3.13 Student Leadership Training had an increase of $123,000 in expenses primarily due to a greater offering of services than anticipated.

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

The actions for Goal 3 were employed with varying degrees of effectiveness, as measured by their potential impact on student achievement metrics aligned to Goal 1.

- Action 3.1 Executive Director of Equity and Inclusion, Action 3.3 Health and Safety, Action 3.8 Foster Youth Mentorship Services, and Action 3.11 Services to Promote Social-Emotional Well-Being were used to improve outcomes for the suspension rate. The suspension rate increased from 5.3% in the 2018-2019 baseline data to 6.4% in the 2022-2023 year 3 outcome. The district did not meet the desired outcome of reducing the suspension rate by 0.1% as reported on Dataquest. This resulted in a difference of 0.5% between the Year 3 outcome and the Desired Outcome. These actions are limited in their effectiveness and will be modified in the next LCAP.

- Action 3.2 Home-to-School Transportation was used to improve outcomes for the attendance rate. The attendance rate from the Baseline Data to the Year 3 Outcome has declined over the three years. The decline in the attendance rate is due to a number of factors, including the pandemic and the rise in school closure. There was a significant drop in attendance in 2020-2021, likely due to school closures caused by COVID-19. Attendance partially recovered in following years, but did not reach pre-pandemic levels. The attendance rate fell from 96.29% in the baseline year to 93.5% in Year 3. The district did not meet the desired outcome of increasing the attendance rate by 0.1% annually. However, being able to ensure students can get to school remains a priority for the District. This action was limited in its capacity to impact the metric's outcome.
- Action 3.10 Teacher Caseloads was used to improve outcomes for the Teacher Caseload. The data for Teacher Caseload shows an increase over three years. In 2020-2021, the average class size was 28.7 students per teacher. By 2023-2024, the average class size had grown to 29.5 students per teacher. This resulted in a difference of 0.8 students per teacher between the Year 3 Outcome of 29.5 students per teacher. However, this maintains the desired outcome of maintaining appropriate caseloads to support effective instruction and improve student achievement. This action was effective and will be modified in the next LCAP.
- Action 3.1 Executive Director of Equity and Inclusion, Action 3.3 Health and Safety, Action 3.6 Mental Health Services for Students, Action 3.11 Services to Promote Social-Emotional Well-Being, Action 3.12 Behavior Intervention Specialists, and Action 3.13 Student Leadership Training were used to improve outcomes for school climate survey. The metrics from the School Climate Survey show an improvement over three years. While there is a decrease in the percentage of students strongly agreeing with the statement "I feel safe at this school" initially, the overall strongly agree/agree percentage resumed at 90% in Year 3. For "My teachers care about me", 86% of students agreed/strongly agreed in the Baseline Year and that percentage increased in Year 3 to 88%. These actions are effective but will be modified in the next LCAP.
- Action 3.4 Foster Youth and SED/LI Student Outreach Support, Action 3.5 Site Administrative Support, and Action 3.7 Special Programs Support and Counseling Services were used to improve outcomes for graduation rate. The graduation rate from the Baseline Data to the Year 3 Outcome shows a decline over the three years. The decline is from 90.3% in the 2018-2019 baseline year to 86.6% in the 2022-2023 year 3 outcome. This resulted in a difference of 3.7 percentage points between the Year 3 outcome and the Desired Outcome which was to have all student groups increase graduation rates annually by 0.1% or achieve a GREEN (high) or BLUE (very high) performance level on the California School Dashboard. These actions are limited in their effectiveness and will be modified in the next LCAP.
- Action 3.5 Site Administrative Support and Action 3.8 Foster Youth Mentorship Services were used to improve outcomes for the graduation rate and expulsion rate. The graduation rate from the Baseline Data to the Year 3 Outcome shows a decline over the three years. The decline is from 90.3% in the 2018-2019 baseline year to 86.6% in the 2022-2023 year 3 outcome. This resulted in a difference of 3.7 percentage points between the Year 3 outcome and the Desired Outcome which was to have all student groups increase graduation rates annually by 0.1% or achieve a GREEN (high) or BLUE (very high) performance level on the California School Dashboard. The expulsion rate increased from 0.11% in the 2019-2020 baseline year to 0.2% in the 2022-2023 year 3 outcome. However, the desired outcome was to reduce the expulsion rate by 0.1% annually as reported on Dataquest. These actions are limited in their effectiveness and will be modified in the next LCAP.
- Action 3.6 Mental Health Services for Students and Action 3.12 Behavior Intervention Specialists were used to improve outcomes for the attendance rate, chronic absenteeism rate, and dropout rate. The attendance rate from the Baseline Data to the Year 3 Outcome has declined over the three years. The decline in the attendance rate is due to a number of factors, including the pandemic and the rise in school closures. There was a significant drop in attendance in 2020-2021, likely due to school closures caused by COVID-19. Attendance partially recovered in following years, but did not reach pre-pandemic levels. The attendance rate

fell from 96.29% in the baseline year to 93.5% in Year 3. The district did not meet the desired outcome of increasing the attendance rate by 0.1% annually. The graduation rate from the Baseline Data to the Year 3 Outcome shows a decline over the three years. The decline is from 90.3% in the 2018-2019 baseline year to 86.6% in the 2022-2023 year 3 outcome. This resulted in a difference of 3.7 percentage points between the Year 3 outcome and the Desired Outcome which was to have all student groups increase graduation rates annually by 0.1% or achieve a GREEN (high) or BLUE (very high) performance level on the California School Dashboard.These actions are limited in their effectiveness and will be modified in the next LCAP.

- Action 3.9 Facilities Improvement and Maintenance was used to improve outcomes for Williams data (facilities inspection tool). The metric for the Facilities Inspection Tool shows no change over three years. The district consistently achieved an "exemplary" rating on the Facilities Inspection Tool (FIT) at each site from the baseline year to Year 3. The desired outcome was to achieve an exemplary rating on the Facilities Inspection Tool (FIT) annually, which was met. This action was effective.

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.

This year, the District is undertaking a comprehensive review and revision of our Local Control and Accountability Plan (LCAP) in accordance with the new three-year cycle and recent state requirements. This deep needs analysis and the updated state requirements have presented an opportunity to develop new and improved actions to achieve our updated goals for student success. We acknowledge that some of the actions within our previous LCAP cycles may not have achieved the desired results over the past three years.

While we have analyzed the specific reasons for those previous actions' ineffectiveness within the LCAP document itself, we want to highlight our commitment to moving forward with a fresh perspective; thus, the 2024-2027 LCAP will focus on a new set of actions that will constitute a more effective, streamlined, and impactful approach to serving our students. These changes aim to strengthen our efforts towards achieving our core goals and align with the most recent state guidelines.

The only actions that we intend to continue as they currently exist are the following: 3.2 Home-to-School Transportation, 3.5 Site Administrative Support, 3.9 Facilities Improvement and Maintenance, and 3.10 Teacher Caseloads. The following actions will be modified: 3.3 Health and Safety, 3.4 Foster Youth and SED/LI Student Outreach Support, 3.6 Mental Health Services for Students, 3.7 Special Programs Support and Counseling Services, 3.8 Foster Youth Mentorship Services, and 3.11 Services to Promote Social-Emotional Well-Being. We do believe in the direction of these actions but recognize that redesigning them to more effectively support students’ sense of safety and mental wellness is needed moving forward.

Metrics for Goal 3 will shift to reflect updated mandated metrics, disparities in outcomes, specifically as they relate to the Dashboard, and the District's evolving areas of focus for students' sense of safety and belonging and school climate and culture. Educational Partner feedback gathered from a variety of sources will also allow for shifts in focus and for more effective measures of District progress.

We believe this renewed approach, informed by data, feedback, and state requirements, will position us to deliver an exceptional educational experience for all students and achieve our LCAP goals.

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	CJUHSD will maintain effective communication, provide family and community engagement opportunities, and strengthen relationships with all educational partners.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Participation in Parent Committees	In 2020-21, 1,580 parents participated in parent committees District-wide.	In 2021-2022, 1,607 parents participated in parent committees Districtwide.	In 2022-2023, 1,772 parents participated in parent committees Districtwide.	In 2023-2024, 1,809 parents participated in parent committees Districtwide, as of the mid-year point.	The District will increase the number of parents participating in a committee District-wide will increase by 1% annually (approx. 1627).
Advanced Opportunities for Parent Training and Leadership Development	In 2020-21, 5,402 parents participated in advanced training opportunities District-wide.	In 2021-2022, 4762 parents participated in advanced training opportunities District-wide.	In 2022-2023, 7,132 parents participated in advanced training opportunities District-wide.	In 2023-2024, 8,237 parents participated in advanced training opportunities District-wide.	The District will increase the number of parents participating in advanced training opportunities District-wide will increase by 1% annually (approx. 5564).
ESL Classes	In 2020-21, 257 parents were enrolled in these classes. 185 completed the courses to achieve a 72% persistence rate.	In 2021-22, 208 parents were enrolled in these classes. 148 completed the courses to achieve a 71% persistence rate.	In 2022-23, 163 parents were enrolled in these classes. 121 completed the courses to achieve a 74% persistence rate.	In 2023-24, 187 parents were enrolled in these classes. 102 completed the courses to achieve a 55% persistence rate.	The District will achieve an 80% persistence rate.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Additionally, another 163 parents were enrolled in high school diploma classes. 132 completed courses to achieve a 80% persistence rate.	Additionally, another 32 parents were enrolled in high school diploma classes. 29 completed courses to achieve a 91% persistence rate.	Additionally, another 66 parents were enrolled in high school diploma classes. 48completed courses to achieve a 73% persistence rate.	
African American Parent Advisory Councils (AAPAC)	In the 2020-21 school year, two councils have been established at LOHS and RCHS.	In the 2021-2022 school year, four councils have been established at the following four schools: ALHS, EHS, LOHS, and RCHS.	In the 2022-2023 school year, five councils have been established at the following four schools: ALHS, Colony HS, EHS, LOHS, and RCHS.	In the 2023-2024 school year, five councils have been established at the following four schools: ALHS, Colony HS, EHS, LOHS, and RCHS.	The District will have established AAPACs at each comprehensive high school within the District.
Parent Technology Applications: • Aeries	In 2020-21,16,422 (68%) of CJUHSD parents have Aeries Parent Portal Accounts.	In 2021-2022,18,884 (79.96%) of CJUHSD parents have Aeries Parent Portal/Parent Square Accounts.	In 2022-23, 21,796 (94%) of CJUHSD parents have Aeries Parent Portal/Parent Square Accounts.	In 2023-24, 21,906 (97%) students have at least one parent Aeries Parent Portal/Parent Square Accounts attached.	The District will increase parent registrations in technology applications by .1% annually. • Aeries (68.3%)

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 the pursuit of enhancing educational outcomes and fostering a supportive community, the District has implemented several key actions aimed at fostering and enhancing the relationships between the District, school sites, and their educational partners. These actions include

the deployment of a robust student information system, initiatives to strengthen family and community ties, expanded interpretation services to bridge language barriers, and the introduction of innovative communication tools. By focusing on these strategic areas, the District sought to create a more inclusive and effective educational environment that supports the academic and social-emotional needs of all students. Successes include enhanced communication platforms and access by all educational partners toward developing shared responsibility for increasing student success, particularly with families representing unduplicated pupil groups. Challenges to successfully meeting all intended outcomes reflect a variety of shifting landscapes and needs over the three years, including reengaging families post-COVID and refocusing efforts toward developing shared understanding of students' needs as they pertain to successfully completing high school and post-secondary needs.
The following actions were implemented to a varying degree, all aiming to achieve the proposed metrics that define success for Goal 4:

- Action 4.1: Aeries SIS provided a secure student information system, Aeries SIS, to manage student records, track academic progress, and monitor attendance data. This action achieved full implementation as the District allocated funding and staff to fully operationalize the system. Aeries SIS aimed to improve data management and accessibility for staff, students, and parents.
- Action 4.2: Director of Community Relations established the Director of Community Relations position to strengthen family and community engagement, particularly for underserved students (unduplicated students). This fully implemented action aimed to improve student achievement (graduation rates) through collaboration with site staff and educational partners. The Director focused on creating opportunities in instructional technology, social-emotional learning, and education system navigation. This initiative aimed to connect parents of these students with school staff and District resources to support their academic success and well-being.
- Action 4.3: Community Workshops allowed the District partnered with community organizations to provide workshops and training opportunities for families of underserved students (unduplicated students). This fully implemented action focused on social-emotional learning, the California school system, and available student support services. The aim was to build collaboration between schools and parents to improve student achievement, as measured by graduation rates. The Director of Community Relations, Assistant Superintendent of Student Services, and District counseling staff all contributed to developing and delivering these informative workshops.
- Action 4.4: Interpretation Services expanded interpretation services to eliminate language barriers for parents and guardians of ELs. This action achieved full implementation by partnering with Language Line to provide real-time translation services. This initiative aimed to improve collaboration between parents and school staff, leading to positive outcomes for students, increased attendance rates, and greater parent participation in school committees.
- Action 4.5: Family and Community Engagement established a Family and Community Engagement (FACE) Team under the leadership of the Director of Community Relations. This partially implemented action aimed to strengthen relationships between parents of underserved students (unduplicated students) and their schools. The FACE Team, comprised primarily of parents and representatives from the English Language Advisory Committee, participated in training to build capacity and foster strong school-community relations across the District. The summit was not able to occur, however, as the District prioritized other areas of engagement. Additionally, shifts in leadership required a redirection of focus and reestablishment of new goals and understanding.
- Action 4.6: Communication Tool allowed for full implementation of a communication platform to bridge communication gaps between staff, students, and parents, particularly those of SED/LI, FY, and ELs. This fully funded and fully implemented action aimed to improve student progress monitoring for these families and ultimately graduation rates. To ensure accessibility, the District provided

training to parents on using the platform. The Ed Tech Specialist monitored and managed the tool, while also collaborating with the Director of Community Relations to offer parent training sessions.

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 actions outlined in Goal 4 may have variances in expenditures due to unforeseen circumstances. The following information is intended to inform the reader of any material differences:

- Action 4.2: Director of Community Relations had an increase of $64,487 in expenses primarily due to providing additional staffing support for the Community Relations program.
- Action 4.5: Family and Community Engagement had a decrease of $5,000 in expenses primarily due to having no costs associated with this action during the 2023-2024 school year. The FACE team did meet but funding that was targeted for the summit was not expended as the summit did not occur.
- Action 4.6: Communication Tool had a decrease of $285,570 in expenses primarily due to lower than anticipated overall costs.

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

The actions for Goal 4 were employed with varying degrees of effectiveness, as measured by their potential impact on metrics aligned to Goal 4.

- Action 4.1 Aeries SIS and Action 4.6 Communication Tool were used to improve outcomes for Parent Technology Applications. The percentage of parents/guardians with accounts has significantly increased over the three years, from 68% to 97% of students having at least one parent/guardian connected. This action is effective and will be modified in the next LCAP.
- Action 4.2 Director of Community Relations, Action 4.3 Community Workshops, and Action 4.4 Interpretation Services were used to improve outcomes for participation in parent committees. We saw a gradual increase of 229 parents participation over the three years – we believe these areas of focus are vitally important to sustaining vital partnerships with educational partners. These actions will be modified in the next LCAP.
- Action 4.2 Director of Community Relations was used to improve outcomes for ESL class enrollment. The number of parents completing ESL classes decreased over three years, from 257 to 187, and the persistence rate additionally decreased, from 72% to 55%. These actions were limited in their effectiveness and will be modified in the next LCAP.
- Action 4.3 Community Workshops was used to improve outcomes for advanced opportunities for parent training. The District saw a significant increase in parent participation in advanced training opportunities, increasing to 8,237 by Year 3, over the desired outcome for 2023-24. This action will be modified in the next LCAP.

- Action 4.4 Interpretation Services was measured by the percentage of parents participating in parent technology applications. The percentage of parents/guardians with accounts has significantly increased over the three years, from 68% to 97%. This action is effective and will be modified in the next LCAP.
- Action 4.5 Family and Community Engagement was used to improve outcomes for participation in the parent committees. The team is fully established but the summit did not occur; thus, any improvement in the metric was the result of the team not the summit. This action will be modified in the next LCAP.

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.

This year, the District is undertaking a comprehensive review and revision of our Local Control and Accountability Plan (LCAP) in accordance with the new three-year cycle and recent state requirements. This deep needs analysis and the updated state requirements have presented an opportunity to develop new and improved actions to achieve our updated goals for student success. We acknowledge that some of the actions within our previous LCAP cycles may not have achieved the desired results over the past three years.
While we have analyzed the specific reasons for those previous actions' ineffectiveness within the LCAP document itself, we want to highlight our commitment to moving forward with a fresh perspective; thus, the 2024-2027 LCAP will focus on a new set of actions that will constitute a more effective, streamlined, and impactful approach to serving our students. These changes aim to strengthen our efforts towards achieving our core goals and align with the most recent state guidelines.
All actions for Goal 4 will be continued in some form in the coming LCAP but we are modifying metrics used to measure their effectiveness and additionally shifting the focus for the actions. As new learning emerges and a deeper understanding of meaningful engagement transpires, the District will seek to update metrics to reflect more accurate measures of engagement and shift actions measured by those actions.
We believe this renewed approach, informed by data, feedback, and state requirements, will position us to deliver an exceptional educational experience for all students and achieve our LCAP goals.

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	CJUHSD will provide fiscal solvency and transparency for all educational partners

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Positive Certification	In 2020-21, the District received positive certification.	In 2021-2022, the District received positive certifications.	In 2022-2023, the District received positive certifications.	The District received a positive certification for its first interim report in the 2023-2024 school year.	The District will receive positive certifications of its budget annually.

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 is strategically focused on ensuring that the District can fund all of its intended actions and services. Due to the influx of temporary COVID relief funding, the District did not encounter significant economic challenges; challenges centered on how to ensure compliance with funding mandates and allocating resources in ways that were strategically targeted toward student outcomes. Successes, of course, include the fiscal solvency of the District and the capacity of its staff to partner and collaborate on strategic uses of the funding. It was vitally important that the actions outlined in Goal 5 were attended to with fidelity and that staff were well versed in appropriate use of funds.

- Action 5.1: Fiscal Oversight Staff allowed for a fully staffed fiscal oversight team led by the Assistant Superintendent of Business. This team collaborated with personnel department support staff to ensure financial stability and effective fiscal planning. By prioritizing sound financial management, this action aimed to support student programs and services that are essential for improving student achievement.
- Action 5.2: Trainings and Workshops for Fiscal Oversight Staff was fully implemented through the funding of professional development for fiscal oversight staff and personnel staff. These workshops and conferences focused on current budget issues and best practices. This initiative aimed to ensure efficient use of Prop 39 funds, utility fee reduction measures, and other cost-saving programs, ultimately supporting financial stability for the District.

- Action 5.3: Financial Audits and Actuarial Studies ensured financial compliance by contracting external services for audits of financial statements and attendance procedures, as well as actuarial studies. This fully implemented action aimed to verify adherence to applicable laws and regulations.

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.

Goal 5 has no material differences to report between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

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

The actions for Goal 5 were employed with varying degrees of effectiveness, as measured by their potential impact on student achievement metrics aligned to Goal 5.

- Action 5.1 Fiscal Oversight Staff, Action 5.2 Trainings and Workshops, and Action 5.3 Audit Review were used to improve outcomes for positive certification. The District maintained its “Exemplary Rating” over the course of the three years. These actions are effective and will be continued and updated in the upcoming LCAP.

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.

This year, the District is undertaking a comprehensive review and revision of our Local Control and Accountability Plan (LCAP) in accordance with the new three-year cycle and recent state requirements. This deep needs analysis and the updated state requirements have presented an opportunity to develop new and improved actions to achieve our updated goals for student success. We acknowledge that some of the actions within our previous LCAP cycles may not have achieved the desired results over the past three years.
While we have analyzed the specific reasons for those previous actions' ineffectiveness within the LCAP document itself, we want to highlight our commitment to moving forward with a fresh perspective; thus, the 2024-2027 LCAP will focus on a new set of actions that will constitute a more effective, streamlined, and impactful approach to serving our students. These changes aim to strengthen our efforts towards achieving our core goals and align with the most recent state guidelines.
While Goal 5’s actions proved effective in successful outcomes for Goal 5, we will be updating and revising actions for this goal to continue to monitor and ensure fiscal solvency in an ever-evolving fiscal landscape.

We believe this renewed approach, informed by data, feedback, and state requirements, will position us to deliver an exceptional educational experience for all students and achieve our LCAP goals.

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
Chaffey Joint Union High School District	Mathew Holton, Ed. D. Superintendent	mathew.holton@cjuhsd.net (909) 988-8511

Plan Summary [2024-25]

General Information

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

The Chaffey Joint Union High School District (CJUHSD) is the second largest public high school district in California. Located in San Bernardino County, California, the district has a long history, dating back to 1882, and is named after the Chaffey Brothers, specifically George Chaffey and his brother William, the founders of Ontario, California, who played a key role in establishing the original school.

CJUHSD operates twelve schools, serving 22,539 students in a variety of learning environments meant to support students' unique development needs:
Eight comprehensive high schools:

- Alta Loma High School (ALHS), enrollment 2,400
- Chaffey High School (CHS), enrollment 3,223

- Colony High School (CoHS), enrollment 2,085
- Etiwanda High School (EHS), enrollment 3,540
- Los Osos High School (LOHS), enrollment 2,759
- Montclair High School (MHS), enrollment 2,605
- Ontario High School (OHS), enrollment 2,121, and
- Rancho Cucamonga High School (RCHS), enrollment 3,343

One continuation high school:

- Valley View High School (VVHS), enrollment 335

One online high school:

- The Chaffey District Online High School (CDOHS), enrollment 112, and

One community day school:

- The Chaffey Community Day School (CCDS), enrollment 16

The District (DO) serves the diverse cities of Ontario, Montclair, Rancho Cucamonga, and portions of Fontana, Upland, Chino, and Mount Baldy.

- The median household income in Ontario sits around $78,070.
- The median household income in Rancho Cucamonga is higher than Ontario, at $97,046.

The demographics of the student body, representing the 13 student groups on the California School Dashboard, reflect a diverse community:

- 0.4% of students identify as American Indian or Alaskan Native
- 7% of students identify as Asian
- 8% of students identify as Black or African American
- 2% of students identify as Filipino
- 65% of students identify as Hispanic or Latino
- 0.4% of students identify as Native Hawaiian or Pacific Islander
- 2.7% of students identify as Two or More Races
- 13% of students identify as White

The District ensures that its goals, actions, and services specifically provide for the needs of its unduplicated pupils (UPP). Of the District's overall population, 65.8% of students are identified within the Unduplicated Pupil Population, distributed across the following categories:

- 65.6% of students are designated Socioeconomically Disadvantaged/Low Income (SED/LI)
- 8.5% of students are designated English Learners (EL), including 1,674 Long-term ELs (LTELs) or 65% of the overall EL population
- 0.5% of students are designated Foster Youth (FY)
- Additionally, the District closely monitors the success and support of its Students with Disabilities (SWD), representing 14.8% of its overall population.

The district prioritizes college and career readiness for all students. To maximize opportunities for students and staff, the District has established five strategic goals in its Local Control and Accountability Plan:

1. All CJUHSD students will demonstrate college and career readiness.
2. CJUHSD will provide inclusive professional learning opportunities to ensure equitable access and success for all students.

3. CJUHSD will provide a safe and caring learning environment that promotes and fosters student engagement, social-emotional well-being, diversity, equity, and inclusion.
4. CJUHSD will maintain effective communication, provide family and community engagement opportunities, and strengthen relationships with all educational partners.
5. CJUHSD will provide fiscal solvency and transparency for all educational partners.

Its sixth goal is designed to intentionally support the work at the two schools which qualify for Equity Multiplier Funding due to high mobility rate and high percentage of SED/LI students: Valley View High School (VVHS) and the Chaffey Community Day School (CCDS).

Reflections: Annual Performance

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

The Annual Performance section allows CJUHSD to leverage the California Dashboard's most recent data to provide a nuanced perspective on the District's performance. Outlined below are the areas of success and areas for growth demonstrated throughout the District as they pertain to both Dashboard and local data.

- A-G Completion Rates: While the overall A-G completion rate fell short of the desired annual increase, we are encouraged by positive trends among specific student groups. Asian and Filipino students consistently demonstrate strong performance, with completion rates reaching 89.1% and 90.6%, respectively, in 2022-2023. This represents a slight increase from the previous year for both groups. We are particularly proud of the progress made by American Indian students, whose A-G completion rate rose significantly from a prior year low to 66.7% in 2022-2023. This suggests the effectiveness of targeted programs aimed at supporting these diverse populations.

- Graduation Rates: The pandemic's impact on distance learning negatively affected graduation rates across all student groups. In 2021, the overall graduation rate dipped to 87.8%. However, we are encouraged to see a recovery in graduation rates for the graduating class of 2023, with the rate climbing back to 89.8%. Filipinos continue to maintain the highest graduation rate in the district at 97.7% in 2022-2023. Graduation rates for Two or More Races (94.7%) and White students (93.1%) also showed positive rebounds.

- English Learner Proficiency: While a significant number of EL students (49% or 1,058 students) are making progress towards proficiency (Medium progress level), the pandemic's impact is evident in the decline in proficiency rates. We acknowledge the crucial need for ongoing support in these areas.

- CAASPP ELA: While the desired annual increase in ELA scores was not achieved, we are encouraged by the slight overall increase in the percentage of students meeting or exceeding standards. In 2023, 67.45% of students met or exceeded standards, representing a small improvement over 2019's 66%. Additionally, SED/LI students maintained consistent performance across the

years, with around 63% meeting or exceeding standards. The improved mean scaled student score across all years further underscores positive developments in ELA instruction, with the average score rising 40 points between 2020 and 2022.

- Increased College/Career Readiness: We celebrate the gradual improvement in college/career readiness across the district. All student groups, except Asian and Filipino students (already demonstrating high preparedness at 93.1% and 94.2% respectively), showed an increase in the "Medium" preparedness category (34.9% or lower) over the past three years. Several subgroups, including EL (increase of 4%), SED/LI (increase of 5.5%), African American (increase of 5.5%), and Hispanic students (increase of 3%), made noteworthy gains in their preparedness levels.

- Freshmen On-Track to Graduate: The significant rise in the percentage of freshmen on track to graduate in year two (2022) is a promising development. In 2021, only 75.1% of freshmen were on track, but that number jumped to 87.7% in 2022. We are proud of the growth demonstrated since the Pandemic and will continue to critically focus on ensuring a strong freshman year experience.

- AP Exams: The substantial rise in the number of students scoring 3 or higher on AP exams in 2021-2022, reaching 55.3%, suggests the effectiveness of our efforts to counteract the pandemic's impact. However, the decline in year three to 49% led to further investigation to identify and address potential underlying factors as we look ahead to subsequent years.

While we are proud of highlighted areas above, we also acknowledge the challenges highlighted in a critical review of the data, particularly the decline in graduation rates for specific student groups (African American at 91.2%, Hispanic at 88.5%), the achievement gap between certain subgroups in ELA (40.4% vs 11.05% meeting or exceeding standards for EL vs. all students in 2023) and Math (40.1% vs 6.66% meeting or exceeding standards for EL vs. all students in 2023), and the recent decrease in college/career preparedness for some students (SWD, American Indian, FY, HY).

Specifically, the following student groups received the lowest performance level on one or more state indicators on the 2023 Dashboard at the following schools and/or within the District:

- Graduation Rate: All (VVHS), EL (DO, CHS, MHS, OHS, VVHS), HY (VVHS), SED (VVHS), HI (VVHS)
- College and Career Indicator: All (VVHS), EL (CHS, OHS, VVHS), HY (VVHS), SED (VVHS), SWD (DO, ALHS, CoHS, MHS), HI (VVHS)
- California Assessment of Student Performance and Progress (CAASPP) ELA: All (VVHS), EL (CHS, CoHS), HY (CHS), SWD (DO, EHS, MHS), SED (VVHS), HI (VVHS)
- California Assessment of Student Performance and Progress (CAASPP) Math: All (VVHS), HY (CHS), FY (DO), SWD (DO, ALHS, EHS, LOHS, MHS, OHS), EL (DO, CoHS), SED (VVHS), AA (CoHS), HI (VVHS)
- Suspension Rate: All (VVHS, CCDS), HY (DO, ALHS, CHS, CoHS, LOHS, OHS, RCHS), FY (ALHS), SED (VVHS, CCDS), SWD (DO, ALHS, CHS, LOHS, MHS, RCHS, VVHS), EL (DO, ALHS, CHS, EHS, OHS), AA (DO, ALHS, CoHS, LOHS, OHS, RCHS, VVHS), HI (VVHS, CCDS), MR (ALHS, OHS)

We are committed to implementing targeted interventions and programs designed to address these specific needs. The following Local Control and Accountability Plan Outlines Key Actions and Services the District intends to implement across its campuses.

- Closing Disparities in Outcomes: We will develop and implement targeted interventions aimed at deconstructing inequities of access and resources that result in disparities in student performance outcomes.
- Supporting Vulnerable Populations: We will develop specific programs and supports to address the unique needs of SWD, FY, and HY students.
- Maintaining College/Career Readiness Gains: We will build upon the positive trends in college/career readiness by providing all students with access to high-quality college and career counseling, course offerings, instruction and skill development to ensure students have experiences in high school that allow them to develop pathways toward their post-secondary goals.
- Continued Focus on Freshmen Success: We will maintain our focus on ensuring a strong freshman year experience by implementing programs that promote academic success, social-emotional well-being, and a sense of belonging, including freshman mentoring programs, early identification, and intervention for students at risk.
- Sustaining Best Practices: We will continue our efforts to ensure professional learning that empowers educators to tackle classroom instruction with research-backed instructional practice and through the values of diversity, equity, inclusion, and access.
- Provide Targeted Supports for Sustaining Gains in Students' Sense of Wellness and Belonging: We will continue to foster safe and inclusive campuses that value students' sense of identity and belonging, including further systematizing mental and behavioral health structures and access.

By building on our successes, utilizing data to inform decisions, and fostering strong collaboration between educators, families, and the broader community, we can ensure that all our students graduate college and career ready.

Reflections: Technical Assistance

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

The Chaffey Joint Union High School District is eligible for Differentiated Assistance for the following reasons:

- ELs: Performance on the CAASPP in Math, Suspension Rate, and Graduation Rate
- SWD: Performance on the CAASPP in English and Math, Suspension Rate, and the College and Career Indicator.

The District has partnered with the San Bernardino County Superintendent of Schools to obtain Differentiated Assistance to specifically target support for ELs and their rate of on-time graduation from high school. In winter 2024, a collaborative group, inclusive of site and district administration, classroom teachers, an instructional coach, parent and DELAC member, and a student, met to discuss and formulate an initial plan to address multilingual graduation rates. This collaborative meeting was hosted by the San Bernardino County Superintendent of Schools.

Based on perspectives of all team members, as well as data provided by the San Bernardino County Superintendent of Schools, the team was able to develop a problem statement to address areas of need. Generally, the team identified a need for increased shared responsibility; across the site and district offices, there is a tendency for past practices to be replicated without close examination of the effectiveness of those practices, and there is a need for enhanced communication and identification of resources for ELs.

After the initial collaborative meeting, a District representative has and will continue to meet with a San Bernardino County Superintendent of

Schools representative to monitor and assist progress to addressing EL graduation rates. These meetings allow for fruitful discussions of data trends, distinct activities to address the issue, as well as the extension of assistance from the San Bernardino County Superintendent of Schools.

The district's plan is to address support for ELs with site administration for additional self-reflection at the site level, as evidenced throughout this LCAP, specifically in Goals 1, 2 and 4, where actions are targeted at the progress monitoring of ELs and LTELs, professional learning for the teachers and peer mentors of ELs, and in the expanded opportunities for communication and translation services between the District's schools and students' families/guardians. This includes working with students upon enrollment, the use of counseling teams to better steer students to resources and support, as well as using communication technology and outreach efforts to reach multilingual parents to better engage and incorporate them into their child's educational pursuits. Lastly, the District is also examining data practices to ensure that students who may exit the District to other schools, both inside and outside of the country, are tagged appropriately by site staff.

To support SWD, the District has developed a comprehensive plan focusing on four key metrics:

- CAASPP performance in ELA and Math,
- suspension rates,
- the college and career indicator, and
- inclusion rates.

The District has worked with staff and related educational partners to develop a plan (highlighted throughout the LCAP) to target individualized supports for SWD:

- Targeted Instructional Materials to Support Academic Achievement: To support the academic achievement of SWD, the District will provide instructional technology, materials, and intervention resources. These tools are designed to ensure that SWD have access to the necessary resources for academic success. The use of specialized instructional materials aims to enhance learning experiences and improve performance on the CAASPP assessments in ELA and Math.
- Enhancing Academic Support for Students with Disabilities: District administrators, instructional support staff, and special education coordinators will implement targeted academic support programs and interventions tailored to SWD, including targeted academic support programs where Special education teachers and counselors will offer individualized support and guidance, focusing on improving SWD performance on the CAASPP ELA and Math assessments, as well as career guidance, where special education teachers and counselors will emphasize the importance of enrolling in and completing both years of a Career and Technical Education (CTE) pathway. They will provide personalized career guidance, ensuring SWD receive necessary accommodations and support services to navigate their chosen pathways successfully.
- Mental Health Support: Tailored Services for Student Well-Being: Recognizing the importance of mental health, the District offers tailored services to support the well-being of SWD. Trained professionals, including Marriage and Family Therapy (MFT) associates, Behavioral Assistants, School Psychologists, and Community Health Education Workers (CHEWs), provide high-quality counseling services. These services aim to ensure equitable access to mental health support, addressing the unique needs of SWD and promoting their overall well-being.
- Reducing Suspension and Expulsion Rates for SWD: The District is dedicated to reducing suspension rates for SWD by implementing targeted interventions and support systems. These measures are designed to address the underlying issues contributing to high suspension rates, promoting a more inclusive and supportive school environment. By focusing on proactive and positive behavioral interventions, the District aims to create a more equitable disciplinary system for SWD.

- Increasing Inclusion Rate: The District will monitor efforts to support SWD through enrollment in courses that offer the Least Restrictive Environment setting, promoting inclusion and equitable educational opportunities.

By implementing these targeted actions, the District is committed to improving the academic achievement, well-being, and overall success of students with disabilities. This comprehensive approach aims to address the unique needs of SWD, ensuring they receive the necessary support to thrive academically and personally.

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.

Valley View High School and Chaffey Community Day School

Support for Identified Schools

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

The District is committed to supporting Valley View High School (VVHS) and Community Day School (CCDS) in developing comprehensive support and improvement plans to ensure the success of all students. The comprehensive approach involves a collaborative and data-driven process that focuses on identifying areas of improvement and implementing targeted strategies.

The sites have a dedicated team of district leaders, school administrators, teachers, and support staff who conduct the thorough needs assessment, analyzing academic performance data, school climate surveys, and educational partner feedback to identify specific challenges and opportunities for growth. The team conducts regular progress monitoring, data reviews, and adjustments to strategies based on student outcomes.

The District and site conducted a needs assessment to determine areas of need, with local and state-wide data indicating disparities in academic achievement, school climate, graduation rates, and college and career readiness at VVHS and CCDS:

- The development of the comprehensive support and improvement plans was necessitated by several critical factors. Firstly, the red ratings on the California Dashboard for ELA and Math CAASPP scores signal a need to address gaps in academic performance across all student populations. This highlights the urgency of implementing targeted strategies to enhance academic achievement and ensure that every student receives a high-quality education. The schools will use these metrics to monitor ongoing student progress and identify areas needing intervention.
- Additionally, concerns related to school climate were identified through high suspension rates at VVHS and CCDS, particularly among Hispanic students, SWD, and African American students. These rates indicate potential issues with school climate and disciplinary practices, emphasizing the need to implement strategies that foster a positive and inclusive learning environment for all students.

- Furthermore, the red rating for graduation rates highlights a critical need to support students in successfully completing their high school education. Addressing this aspect is essential for ensuring that all students have equitable opportunities to graduate and pursue their post-secondary goals. The schools will closely monitor graduation rates and implement targeted interventions to improve student success in this area.
- The low rating on the College & Career Indicator for various student groups underscores the importance of improving outcomes related to post-secondary readiness. By addressing these disparities, the plan aims to ensure that students are adequately prepared for future academic and career pursuits. Schools will track college and career readiness metrics to gauge progress and adjust strategies accordingly.

Based on the needs assessment findings, educational partner feedback and research of impactful targeted intervention strategies, VVHS and CCDS developed a plan for addressing these needs:

- Professional development to improve data analysis, instructional practices, differentiated instruction, culturally-responsive teaching, trauma-informed practices, and social-emotional learning support.
- Leverage community partnerships and resources to enhance support services for students and families. Collaborating with local agencies allows the schools to provide wraparound services, mental health resources, and family engagement initiatives that complement the targeted academic programs.
- Allocate funding specifically for VVHS and CCDS to directly support the implementation of their improvement plans. This includes funding for professional learning, hiring additional instructional support staff, implementing targeted mental and behavioral health interventions, and providing access to high-quality instructional materials and technology.

The Comprehensive Support and Improvement plan is rooted in collaboration, data analysis, targeted interventions, community partnerships, ongoing support, and transparent communication. We are committed to empowering our schools to create learning environments that foster academic excellence, equity, and student success.

Monitoring and Evaluating Effectiveness

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

It is crucial that the District, VVHS, and CCDS have a robust system in place to monitor and evaluate the effectiveness of the schools' plans to support student and school improvement. The monitoring and evaluation plan takes into consideration these specific areas of focus: academic achievement, school climate, graduation rates, and college and career readiness. VVHS and CCDS will establish clear performance indicators, at both the state and local levels, and measurable goals aligned with these areas to regularly assess progress, analyze data, engage educational partners, and make data-informed decisions to drive improvement efforts.

Monitoring and Evaluation Plan for School Improvement and Student Achievement - The purpose of this plan is to ensure the successful implementation and continuous improvement of the District’s strategies aimed at enhancing student achievement and overall school performance. The District will closely monitor and evaluate the various components of the plan, focusing on professional development, community partnerships, and the allocation of funding.

The following approach to monitoring and evaluation is designed to be comprehensive, data-driven, and focused on continuous

improvement:

- Professional Development: Site Leadership will regularly track attendance and participation in professional development sessions, ensuring that teachers are engaging with opportunities to improve their skills in data analysis, instructional practices, differentiated instruction, culturally-responsive teaching, trauma-informed practices, and social-emotional learning support. Additionally, student performance data from both formative and summative assessments will be analyzed to determine the impact of these improved instructional practices.
- Community Partnerships and Resources: Monitoring the effectiveness of community partnerships is crucial. The Sites′ Leadership will monitor the partnerships established and track how well these collaborations enhance support services for students and families. Surveys and feedback from students, families, and community partners will provide valuable insights into the utilization and effectiveness of these services.
- Allocation of Funding: To ensure that the allocated funding for VVHS and CCDS is used effectively, the District will closely monitor the distribution and utilization of these funds in collaboration with Site Leadership. This includes tracking expenditures for professional learning, hiring additional instructional support staff, implementing targeted mental and behavioral health interventions, and providing access to high-quality instructional materials and technology. Financial reports and budget summaries will be regularly reviewed to evaluate the impact of funded activities on school improvement and student support.
- Data Collection and Analysis: Data collection will be an ongoing process, drawing from various sources at the site level and at the District level. Ongoing monitoring of the Dashboard Data is critical, but staff at VVHS and CCDS have also developed key metrics they use in formative ways to monitor student progress.

By following this structured monitoring and evaluation plan, the District aims to ensure that the school improvement initiatives are effectively implemented and continuously refined to meet the needs of the students and community. This iterative process will help foster a culture of continuous improvement and educational partner involvement, ensuring that efforts to support student achievement and school improvement are effective and sustainable. By focusing on enhancing academic achievement, fostering a positive school climate, improving graduation rates, and promoting college and career readiness, the CSI plan will aim to create a more equitable and supportive educational environment for all students at VVHS and CCDS.

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
Broad Parental/Guardian Engagement Groups Represented: • District Administration • Principals and Site Administration • Parents/Guardians • Students • Teachers and representatives from both the Certificated and Classified Bargaining Unit Members • WESELPA Administrator • The LCAP Parent Advisory Committee (PAC)	CJUHSD connected with the broader parent/guardian community in a variety of ways: Coffees with the Principal, School Site Councils, LCAP Surveys, Community Forums, the LCAP Site Team meetings, and the LCAP Parent Advisory Committee (PAC) Meeting. These strategies embody a broad philosophy that inviting our students' support structures into the school fosters transparency and a shared understanding of what students need to be successful both during and after high school. Monthly Coffees with the Principal allowed for principals to meet directly with their parents/guardians on any issues related to the school's activities and academic programs. School Site Councils, comprised of staff, parents/guardians, and students, met at least annually to discuss student data and school information, identify student needs and areas for improvement, and participate in the creation/revision of the Single Plan for Student Achievement (SPSA). Community forums were hosted in a variety of ways throughout the year to invite parents/guardians into the schools to learn about the academic information needed for students to succeed. The LCAP Site Team meeting brought together site administration, certificated and classified staff, parents/guardians, and students, representing all students groups but predominantly representing the unduplicated student group populations; this team meets annually to hear updates regarding the District's progress in meeting outlined metrics and to provide feedback and insights toward future direction. In 2023-24, the LCAP Site Team met on March 5, 2024. The LCAP Survey,

Educational Partner(s)	Process for Engagement
	administered to all students, staff, and educational partners was administered throughout the month of March. Finally, the LCAP PAC meets annually to review the proposed draft of the LCAP of the upcoming year. Time for public comment was permitted and no written responses were required by the Superintendent. The 2024-2027 LCAP Draft was presented to the LCAP PAC and DELAC on May 9, 2024. In 2023-2024, the Mid-year Update was presented on February 13, 2024. The 2024-2027 LCAP and Annual Update was presented to the Board on June 11, 2024.
Targeted Parent/Guardian Engagement Groups Represented: • District Administration • Principals and Site Administration • Parents/Guardians • Students • Teachers and representatives from both the Certificated and Classified Bargaining Unit Members	CJUHSD understands that intentional outreach must occur for students who are traditionally underserved by the public school system. To this end, the District and its school sites provided a variety of parent workshops to support the unique needs of parents and guardians of ELs, SED/LI students, FY, and SWD. These workshops targeted parents learning English, parents interested in supporting students' behavioral health, parents' understanding of how to access services and supports for their students' learning needs, and parents looking to increase their own understanding of how to help their students achieve academically. These events occurred periodically throughout the year with no fixed schedule.
Broad Staff Engagement Groups Represented: • District Administration • Principals and Site Administration • Teachers and representatives from both the Certificated and Classified Bargaining Unit Members	CJUHSD values the voices and insights of its staff as these individuals are situated most closely to students and their direct needs. The District offered a variety of ways for staff to provide targeted feedback regarding direction: annual staff surveys administered in the spring, site equity teams, task forces for the development of significant initiatives (e.g. implementation of Ethnic Studies, curriculum adoption, mental health committee, etc.), strong partnerships with the bargaining units, and monthly staff meetings. In varying degrees, the District and sites shared key data metrics, Dashboard data, local student achievement data, climate survey data, and feedback to ensure staff was informed as they provided direction and insights into the District's vision, actions, and services. Feedback from staff is collected through site and District administration. As

Educational Partner(s)	Process for Engagement
	decisions or direction is determined, administration returns to staff to gauge response and recommendations for further adjustments.
Mental Health Committee and Task Force Groups Represented: • District Administration • Principals and Site Administration • Teachers and representatives from the Certificated Bargaining Units • Community Partners representing the broader mental and behavioral health community	CJUHSD established a Mental Health Task Force and Committee to build a coalition of mental health experts and service providers from throughout the region who could help the District streamline access and services to students and their families/supports. The Task Force is comprised of individuals outside the District, and the Committee brings together the behavioral health experts from within the District. These groups met quarterly to review data, discuss trends and emerging research, and provide ideas for enhancing the mental health supports and structures provided by the District.
Community Industry Partners Groups Represented: • District Administration • Principals and Site Administration • Teachers and representatives from both the Certificated and Classified Bargaining Unit Members • Regional Industry Partners	Under the direction of the Director of Career Readiness, the District annually engages its industry partners in the region to gather insights and feedback. The District hosted a virtual/in person annual meeting that allowed CTE teachers to meet with the professionals in their sector who highlight updated technologies, needs, areas of focus, employability demands, and industry-specific information to ensure the District's programs continue to meet modern standards for a variety of industries. Some teachers additionally meet and communicate with industry partners throughout the year. In 2023-2024, the District hosted its annual meeting on Wednesday, February 28. The District hosted an annual Skilled Trades Night where students across the District got to meet with industry professionals and business owners for potential hiring opportunities, networking, and further information for post-secondary training. The District administered a feedback survey to gauge need, response, and insights for future direction. In 2023-2024, the District hosted its annual Skilled Trades Night on March 13, 2024.
District English Learner Advisory Committee Groups Represented: • District Administration • Principals and Site Administration	Through the leadership of the Director of Categorical Programs, the District convened the District English Learner Advisory Committee (DELAC) monthly to provide a platform for parents and guardians of ELs to directly advise the school district on programs and services offered to their children. This ensures our programs are culturally-

Educational Partner(s)	Process for Engagement
• Teachers and representatives from both the Certificated and Classified Bargaining Unit Members • DELAC Board and members • Parents/Guardians of English Learners	relevant, address the specific needs of ELs, and ultimately contribute to their academic success. The District's DELAC provides a forum for communication and collaboration between parents and the District, fostering a shared understanding of the challenges and opportunities related to EL education, leading to better decision-making and improved outcomes for students. The DELAC is further supported by site ELACs, facilitated in partnership between the site principal, the Assistant Principal of Achievement, the EL Advisor, and the District's Director. These site-based committees further enhance parents' ability to provide insight and guidance to their students' specific site as they pertain to the needs of ELs. The 2024-2027 LCAP Draft was presented to the LCAP PAC and DELAC on May 9, 2024.
Educational Partners of Students with Disabilities Groups Represented: • District Administration • Principals and Site Administration • Teachers and representatives from both the Certificated and Classified Bargaining Unit Members • SELPA Administrator • Parents/Guardians of Students with Disabilities	Under the leadership of the Director of Special Education, the District engages with key educational partners who serve SWD. The Director, who is the direct liaison with the SELPA, brought together the Special Education Advisors on each campus monthly, and additionally facilitated family and community engagement events for SWD throughout the year.
CJUHSD Committee for Community, Accountability, Responsiveness, and Equitable Solutions (CARES) Committee Groups Represented: • District Administration • Principals and Site Administration • Teachers and representatives from both the Certificated and Classified Bargaining Unit Members	The CJUHSD Committee for Community, Accountability, Responsiveness, and Equitable Solutions (CARES) brings together staff to discuss issues of equity and disparities in outcomes for both students and staff. The CARES Committee uses the lenses of diversity, equity, inclusion, and access to shape direction and foster inclusivity. This committee met quarterly throughout the year to analyze data to prioritize the growth and development of all students and advance racial, ethnic, and cultural equity through alignment of staffing practices and procedures to increase hiring, mentorship, and retention of Black, Indigenous, and People of Color (BIPOC) at each level of District personnel. Additionally, the Committee directed the professional learning for all employees to improve equity in schools

Educational Partner(s)	Process for Engagement
	and promote self-reflection and examination of personal and cultural identities, individual biases, prejudices, and discrimination. The Committee is comprised of representatives from every campus.
African American Advisory Councils (AAPACs) Groups Represented: • District Administration • Principals and Site Administration • Teachers and representatives from both the Certificated and Classified Bargaining Unit Members • Parents/Guardians of Black/African-American Students	Five campuses across the District have established African American Advisory Councils (AAPACs). These councils, facilitated by parents in conjunction with site administrators and the District's Executive Director of Equity and Inclusion, give a voice to African American parents and guardians, allowing them to advocate for the needs and interests of their children within the District's schools; they met monthly or quarterly, depending on the site. These AAPACs worked with the school to identify and address any barriers to success for African American students and to advocate for resources and programs that support their academic achievement. They promoted cultural awareness and sensitivity across campus, and they advised on curriculum development, school activities, and disciplinary policies to ensure they are inclusive and advance the academic offerings for African American students.
Family and Community Engagement Committee Groups Represented: • District Administration • Principals and Site Administration • Teachers and representatives from both the Certificated and Classified Bargaining Unit Members • Parents/Guardians	Under the direction of the Director of Family and Community Engagement, the District's Family and Community Engagement (FACE) team, which meets monthly, is comprised of staff, both certificated and classified, who serve as liaisons between the school sites and the District on how to most effectively engage with the educational partners on each site. This team gathered feedback from parents throughout the year at site and District events about ways they are able to engage with their students' schools, the preferred methods of engagement, and their desires for learning. The FACE team supported cultural celebrations on campus, attended parent nights, and bridged communication between sites and student support at home.
Equity Multiplier Schools (Valley View High School, Community Day School) Educational Partner Engagement Groups Represented: • District Administration • Principal and Site Administration • School Site Council	The District and the principal, who is principal of both Valley View High School and Community Day School, worked collaboratively to engage the educational partners of the schools identified as Equity Multiplier Schools to ensure that information about student progress is transparent and to gather as much insights and feedback as possible to guide programs and services offered at the two sites. The principal hosted Back-to-School nights annually, Coffees with the Principal monthly, and other various community engagement events throughout

Educational Partner(s)	Process for Engagement
• Teachers and representatives from both the Certificated and Classified Bargaining Unit Members • Parents/Guardians • Students	the year. Additionally, the principal surveyed staff, students, and parents/guardians annually to gather feedback and needs. In 2023-2024, the survey was administered to staff, students, and educational partners throughout the months of February and March. Consultation with these educational partners provided pertinent feedback about the direction of spending of Equity Multiplier Funds, as outlined in Goal 6.

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

CJUHSD prioritizes student success through collaboration with its educational partners, fostering strong partnerships with parents/guardians, students, staff, industry leaders, higher-education institutions, and our mental health leaders throughout the region. This collaboration allows us to design innovative programs and ensures all students graduate college and career-ready.
We prioritize open communication and mutual respect through a variety of engagement opportunities, including LCAP Forums, parent committees, virtual meetings, surveys, site events, and student forums. We value each partner's unique strengths and foster open communication. Parents/guardians offer invaluable insights into their children's needs. Industry partners keep us at the forefront of career options and provide students with real-world learning experiences. Higher-education partnerships ensure students are well-prepared for college success. Our mental health collaborative ensures that we are wrapping students in the behavioral health supports they need to achieve their academic success and potential. Finally, students' voices inform us of their own needs and desires for access. This collaborative approach creates a shared understanding of student needs and allows us to design innovative programs like industry-led career paths and individualized academic programs. Ultimately, it fosters shared responsibility for student success and transparent communication with families. Together, we ensure all CJUHSD students graduate ready for college and careers.

Through a comprehensive educational partner engagement initiative, the District has gathered valuable feedback from various groups, each offering unique perspectives and insights that have shaped our approach to education.

Overall, educational partner feedback indicated a strong appreciation for the District's ongoing commitment to improving students' college-going readiness through A-G access, college informational nights, and targeted counseling for students to understand their post-secondary options. The community expressed a desire for the District to continue to offer these services so students have the full awareness and access to the college and career preparation opportunities provided by the District. They expressed a desire for the District to continue to monitor student progress to graduation and beyond through the targeted metrics, specifically at the freshmen level, through CTE pathway completion and A-G completion rates. There is continued appreciation for the District's efforts to ensure students have access to safe and reliable transportation that helps them arrive to school on time and to receive the academic supports they need.

The following top areas for growth identified by parents, students, and staff revealed several key overlaps and trends that highlighted the collective aspirations for an inclusive, supportive, and culturally responsive educational environment:

- Cultural Responsiveness:

Educational partners provided a strong emphasis on cultural responsiveness, especially highlighting the need for staff training, diverse instructional materials, and family outreach programs. Respondents emphasized the importance of instructional materials that reflect student

cultures and ethnicities, with parents specifically noting the value of schools understanding family backgrounds. There was a desire to see the District provide staff members with professional development opportunities to address cultural biases and better support ELs and SWD, showcasing a commitment to inclusivity and cultural understanding. Educational partners further expressed a desire to see an increase in the targeted outreach to parents/guardians representing the broad and diverse communities the District serves, increasing parental involvement from key demographic groups.

These desires are prioritized in Goal 3 where many of our actions are targeted toward inclusion, a sense of safety and belonging, and work with diversity, equity, inclusion, and access. Additionally, the metrics used to measure the effectiveness of Goal 3, in part, include the responses from our LCAP survey to drive growth in this key area. Goal 2 specifically targets the professional development addressing cultural biases and supporting ELs that were emphasized by both staff and the DELAC. Goal 4 focuses on increasing educational partner engagement for all but specifically for student groups underrepresented.

- Enhancing Instructional Materials:

Enhancing instructional materials to reflect student cultures received strong support from parents, students, and the DELAC. By aligning our instructional materials with the diverse backgrounds of our students, we can create more engaging and relevant learning experiences that resonate with their lived experiences – this is reflected in Goal 1, where we have prioritized diverse instructional materials.

- Inclusive Learning Environments and Mental and Behavioral Health:

Across all educational partner groups, there is a desire for the District to maintain and enhance an inclusive environment. All groups value respectful student interactions and fair enforcement of school rules. Staff members particularly stress the shared responsibility for supporting students with special needs, indicating a desire for an environment where every student feels supported and included. This is reflected in Goal 3 where the District will implement personnel and actions targeted at addressing inequities in the suspension rate and improving responses in school climate.

Additionally, the feedback emphasized the importance of student support and well-being. LCAP Site Teams, DELAC, and LCAP Educational Partner Engagement Feedback all highlighted the need to increase access to mental health services, trauma-informed practices training, and restorative practices to decrease suspension rates, increase graduation rates, and decrease dropout rates, particularly as they relate to students groups in the red on the metrics. Increasing access to mental health services, trauma-informed practices training, and restorative practices were priorities identified by LCAP Site Teams, DELAC, and LCAP Educational Partner Engagement Feedback. These initiatives are vital in creating a safe and supportive environment for all students to thrive academically and emotionally. This emphasis is further demonstrated in Goal 3 where the District continues to prioritize access to mental health services, spaces, and personnel.

- Transparency in Communication and Building Collaboration Between Schools, Students, and their Support Communities:

Improving communication with specific parent groups, such as multilingual learner families, homeless families, and newcomers, was highlighted by LCAP Site Teams. Diverse communication channels and parent education courses in multiple languages were suggested by LCAP Site Teams and DELAC to increase involvement. Parents desire information on post-graduation planning resources. Strategies to improve parental involvement with ELs and SWD, such as hosting workshops in multiple languages or providing information on targeted academic supports, were developed based on DELAC, AAPAC, and the families of Students with Disabilities feedback. This emphasis is highlighted in Goal 4 where the District aims to foster strong partnerships between the home and school to support all students' academic and social-emotional growth.

Both parents and staff emphasize the importance of building trust and respect with families, while students value teachers who understand and support their individual needs, suggesting a focus on fostering positive student-teacher relationships.

- School Climate and Student Agency:

Lastly, there's an emphasis on student agency. Parents and students alike value access to challenging courses like honors and AP classes, indicating a desire for students to be intellectually stimulated. Students and their parents/guardians also express interest in information about

post-secondary options, including a desire for increased access to career options and skills, showing a focus on empowering students to make informed decisions about their future. Students seek more personalized learning support and clearer communication about their progress. This focus is woven throughout Goal 1, with specific actions targeting college readiness, career readiness, and enhancing student access to programs and courses that meet their needs, as well as providing courses and targeted interventions that help students find success in more rigorous coursework (e.g. AVID courses, increased enrollment in key honors/advanced placement courses, access to library services, and tutoring options).
Opportunities for student engagement, technological equity, and professional development opportunities for staff were also priorities identified by LCAP Site Teams and LCAP Educational Partner Engagement Feedback. Targeted language acquisition support programs and a comprehensive plan for language support were developed based on suggestions from LCAP Site Teams and DELAC. These initiatives throughout Goal 1 aim to empower students, bridge technological divides, and support our educators in delivering high-quality instruction.

To specifically and effectively support the direction at Valley View High School and Community Day School, which have qualified for Equity Multiplier Funds, the District and the principal have implemented a robust collaborative approach with the educational partners. Recognizing the importance of transparency and community involvement in student progress, the principal has actively engaged stakeholders through various means. The site collected valuable insights and feedback, which were instrumental in guiding the development and improvement of programs and services offered at both school sites, as outlined in Goal 6.
In response to the collaborative efforts between the District and the principal of Valley View High School and Community Day School, educational partners provided key recommendations to guide the direction of both schools under the Equity Multiplier Funds initiative to foster a positive school climate, improve graduation rates and academic outcomes, and promote college and career readiness for all students, but specifically for students in the red on the Dashboard. These recommendations emphasized several critical areas. First, there was a strong focus on ensuring that teachers and staff received ongoing, high-quality professional development to enhance their skills and effectively address the diverse needs of students. Another important recommendation was to build robust partnerships with families and the wider community through regular engagement activities. Additionally, educational partners highlighted the need to increase access to resources that prepared students for college and career opportunities, ensuring that all students had the tools and guidance needed for future success. Finally, offering targeted academic support to students who needed it most was highlighted to ensure all students achieve their academic potential. These community-driven recommendations were instrumental in shaping the programs and services at Valley View High School and Community Day School, ensuring they met the needs of all students and fostered an environment of equity and excellence.

The District is committed to leveraging the feedback and insights provided by our educational partners to create an inclusive, supportive, and culturally responsive educational environment. By addressing key areas identified through this collaborative process, we can ensure that all students have the resources, support, and opportunities they need to succeed academically, socially, and emotionally. Through ongoing communication, collaboration, and shared responsibility, we are working towards our vision of preparing all CJUHSD students for college and careers.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	All CJUHSD students will demonstrate college and career readiness.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

The following goal aims to create a comprehensive and inclusive educational environment that empowers all students to succeed academically, pursue post-secondary opportunities, and achieve lifelong success. The district's goal is to ensure equitable access to college and career readiness programs and supports for all students, focusing on underserved groups. This includes promoting AVID enrollment, supporting GATE courses, facilitating PSAT/SAT access, equipping staff with instructional technology, providing access to instructional technology for students, promoting college exploration, overseeing college readiness programs, enhancing career readiness, providing academic support, investing in library and instructional materials, supporting ELs, SED/LI, SWD, assisting FY and HY, and implementing enrichment programs for other underserved groups. Educational partner feedback prioritized the need for specialized and targeted support for groups where disparities in outcomes persist, including targeted academic support and language acquisition programs, as outlined by the recommendations highlighted in the Engaging Educational Partners section of this LCAP. Key data metrics highlight disparities in outcomes between student groups, specifically disparities in outcomes for ELs, SED/LI, FY, SWD and other student groups outlined below are seen in the College and Career Indicator, the A-G Completion Rate, CAASPP performance, and Graduation Rates.

Adopting a district-wide goal focused on college and career readiness is an approach that benefits students, communities, and society as a whole, positioning individuals for success and contributing to broader social and economic advancement. Preparing students for college and career readiness opens doors to a wide range of opportunities. It enables them to pursue higher education, secure well-paying jobs, enter specialized training programs, or start their own businesses, leading to greater personal fulfillment and long-term 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	A-G Completion Rate Percentage of students, by group, who meet A-G Source: CDE Dataquest (Four-Year Adjusted Cohort Graduation Rate Outcomes)	A-G Completion Rate for Class of 2023: All - 65.8% EL - 41.7% SED/LI - 60.4% SWD - 28.6% African American - 59.9% American Indian - 64.0% Asian - 89.1% Filipino - 90.6% Hispanic - 60.6% Pacific Islander - 66.7% 2 or More - 73.1% White - 75.9% FY - 45.7% HY - 45.9%			A-G Completion Rate Goal for Class of 2027: A-G Completion Rate for Class of 2023: All - 66.1% EL - 42.7% SED/LI - 61.4% SWD - 29.6% African American - 60.9% American Indian - 65.0% Asian - 89.1% Filipino - 90.6% Hispanic - 61.6% Pacific Islander - 66.7% 2 or More - 73.1% White - 75.9% FY - 46.7% HY - 46.9%	
1.2	Access to Standards-Aligned Instructional Materials - Williams Act Compliance The number of unresolved findings. Source: Determination Provided by the Office of Intergovernmental Relations	In 2023-24, the District had 0 unresolved Williams findings.			In 2026-27, the District will have 0 unresolved Williams findings.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.3	AP Exams Pass Rate Percentage of Students Passing with a Score of 3 or Higher Source: College Board	In 2022-2023, 49% of students who took at least one AP exam passed with a score of 3 or higher.			In 2026-27, 49.3% percent of students who take at least one AP exam will pass with a score of 3 or higher.	
1.4	Attendance Rate Percentage of Students' Attendance Rate Source: Internal Report of Attendance Monitoring	In 2022-2023, CJUHSD had an attendance rate of 93.1% .			In 2025-26, CJUHSD will have an attendance rate of 93.4%.	
1.5	Chronic Absenteeism Percentage of Students Absent 10% or more days of the school year. Source: DataQuest	In 2022-2023, 25.5% of students were absent 10% or more days of the school year. All - 25.5% EL - 33.5% SED/LI - 29.1% FY - 47.5%			In 2025-26, 22.5% of students will be absent 10% or more days of the school year. All - 22.5% EL - 29.5% SED/LI - 25.1% FY - 43.5%	
1.6	Cal Colleges Career Assessments Percentage of 11th grade students and 9th/10th grade students who completed a career inventory. Source: Internal Report from Cal Colleges	In 2023-24, 63% of eleventh grade students and 90% of ninth or tenth grade students completed a career inventory.			In 2026-27, 66% of eleventh grade students and 93% of ninth or tenth grade students will have completed a career inventory.	
1.7	California Assessment of Student Performance and Progress (CAASPP) - ELA	2022-23: Performance on the CAASPP ELA:			2025-26 Performance on the CAASPP ELA:	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Dashboard Color Indicator by Student Group, coupled with Difference from Standards Source: CA School Dashboard	Overall student performance was Green at 44 points above standard. Districtwide Student Group Dashboard Indicators: Filipino (119.2 above standard), 2 or more races (84.9 above standard); African American (17.3 above standard), Asian (102.3 above standard), HY (3.7 above standard), SED/LI (26.5 above standard), White (70.7 above standard); Hispanic (25.9 above standard); EL (78.6 below standard), FY (83.5 below standard); SWD (92.2 below standard); American Indian (21.5 above standard), Pacific Islander (19.8 below standard).			Overall student performance will be Green at 47 points above standard. Improve Districtwide Student Group Dashboard Indicators: Filipino (120 above standard), 2 or more races (85 above standard); African American (21.3 above standard), Asian (103 above standard), HY (7.7 above standard), SED/LI (30.5 above standard), White (71 above standard); Hispanic (29.9 above standard); EL (74.6 below standard), FY (79.5 below standard); SWD (88.2 below standard);	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		The following student groups were in the red for 2022-2023: All (VVHS 234.5 below standard), EL (CHS 122.2 below standard, CoHS 59.6 below standard), HY (CHS 49.1 below standard), SWD (DO 92.2 below standard, EHS 78.3 below standard, MHS 123.8 below standard), SED/LI (VVHS 230.2 below standard), HI (VVHS 227.5 below standard).			American Indian (25.5 above standard), Pacific Islander (15.8 below standard). All (VVHS 230.5 below standard), EL (CHS 118.2 below standard, CoHS 55.6 below standard), HY (CHS 45.1 below standard), SWD (DO 88.2 below standard, EHS 74.3 below standard, MHS 119.8 below standard), SED/LI (VVHS 226.2 below standard), HI (VVHS 223.5 below standard).	
1.8	CAASPP ELA Percentage of Students who Meet or Exceed the Standard in ELA Source: DataQuest	In 2022-2023, 66% of students Met or Exceeded the ELA standard on the CAASPP.			In 2025-2026, 69% of students will Meet or Exceed the Standards on the CAASPP in ELA.	
1.9	California Assessment of Student Performance and Progress (CAASPP) - Math	2022-23 Performance on the CAASPP Math:			2025-26 Performance on the CAASPP Math:	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Dashboard Color Indicator by Student Group, coupled with Difference from Standards Source: CA School Dashboard	Overall student performance was Green at 59.1 points below standard. Districtwide Student Group Dashboard Indicators: Filipino (32.3 above standard); Asian (59 above standard), 2 or more races (8.3 below standard); African American (98.1 below standard), Hispanic (84.1 below standard), HY (98.6 below standard), SED/LI (78.7 below standard), White (26.2 below standard); EL (152.1 below standard), FY (193.1 below standard), SWD (191.7 below standard); American Indian (97.1 below standard), Pacific Islander (114.3 below standard)			Overall student performance will be 56.1 points below standard. Improve the Districtwide Student Group Dashboard Indicators: Filipino (33 above standard) Asian (60 above standard) 2 or more races (7.3 below standard) African American (94.1 below standard) Hispanic (80.1 below standard) HY (94.6 below standard) SED/LI (74.7 below standard) White (25.2 below standard) EL (148.1 below standard) FY (189.1 below standard) SWD (187.7 below standard) American Indian (93.1 below standard)	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		The following student groups were in the red for 2022-2023: All (VVHS 278 below standard), HY (CHS 160.3 below standard), FY (DO 193.1 below standard), SWD (DO 191.7 below standard, ALHS 184.9 below standard, EHS 179.9 below standard, LOHS 195.4 below standard, MHS 193.6 below standard, OHS 203.5 below standard), EL (DO 152.1 below standard, CoHS 165.5 below standard), SED/LI (VVHS 273.3 below standard), AA (CoHS 138.3 below standard), HI (VVHS 269.9 below standard).			Pacific Islander (110.3 below standard) All (VVHS 274 below standard) HY (CHS 156.3 below standard) FY (DO 189.1 below standard) SWD (DO 187.7 below standard, ALHS 180.9 below standard, EHS 175.9 below standard, LOHS 191.4 below standard, MHS 189.6 below standard, OHS 199.5 below standard) EL (DO 148.1 below standard, CoHS 161.5 below standard) SED/LI (VVHS 269.3 below standard) AA (CoHS 134.3 below standard) HI (VVHS 265.9 below standard).	
1.10	CAASPP Math	In 2022-2023, 31% of students Met or			In 2025-2026, 34% of students will Meet or Exceed	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Percentage of Students who Meet or Exceed the Standard in Math Source: DataQuest	Exceeded the Standard on the CAASPP.			the Standards on the CAASPP in Math.	
1.11	California Science Test (CAST) Percentage of Students who Exceed Standard and Meet Standard Source: DataQuest	In 2022-2023, 9.22% of students exceeded standard and 20.96% Met Standard.			In 2025-2026, 10% of students will Exceed Standard and 23% will Meet Standard.	
1.12	College and Career Indicator Percentage of students, by group, who are Prepared on the College and Career Indicator, coupled with Dashboard Indicator Level Source: CA Dashboard	College and Career Indicator Class of 2023 (no colors available for 2023 CA Dashboard) All - Medium 48.6% EL - Low 18.2% SED/LI - Medium 42.4% SWD - Very Low 9.9% African American- Medium 39.7% American Indian - Low 32.3% Asian - Very High 77.1% Filipino - Very High 80.9% Hispanic - Medium 42.4% Pacific Islander - No Performance Indicator 44% 2 or More - High 56.1% White - High 63.5% FY - Low 25%			College and Career Indicator (Prepared) for Class of 2026: All - Medium 48.9% EL - Low 21.2% SED/LI - Medium 52.4% SWD - Very Low 12% African American- Medium 42.7% American Indian - Low 35.3% Asian - Very High 77.4% Filipino - Very High 81% Hispanic - Medium 45.4% Pacific Islander - No Performance Indicator 47%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		HY - Low 28.9% The following student groups were in the lowest performance category for 2022-2023: All (VVHS 2.1%), EL (CHS 7.9%, OHS 4.7%, VVHS 2.9%), HY (VVHS 0%), SED/LI (VVHS 2.1%), SWD (DO 9.9%, ALHS 8.2%, CoHS 5.6%, MHS 9.8%), HI (VVHS 1.6%)			2 or More - High 59.1% White - High 63.8% FY - Low 28% HY - Low 31% All (VVHS 5.1%), EL (CHS 10.9%, OHS 7.7%, VVHS 5.9%), HY (VVHS 3%), SED/LI (VVHS 5.1%), SWD (DO 12.9%, ALHS 11.2%, CoHS 8.6%, MHS 12.8%), HI (VVHS 4.6%)	
1.13	College Fairs Number of Students who attend Source: Internal Report of College Fair Attendees	In 2023-24, 1,089 students attended the District College Fairs.			In 2026-2027, 4,000 students across the District will attend District College Fairs.	
1.14	Completed Both A-G requirements and CTE Programs Percentage of students, by group, who Meet A-G and Complete CTE Programs Source: "Met UC/CSU Requirements and CTE Pathway Completion"	Class of 2023: All (490) 8.4%; EL (23) 4.1%; SED/LI (358) 8.0%; FY (3) 5.6%; HY (28) 5.6%; SWD (32) 4.0%; Af Am (34) 7.9%; Amer Ind (2) 6.5%; Asian (40) 9.5%;			Class of 2026: All 9%; EL 4.9%; SED/LI 8.8%; FY 6.4%; HY 6.4%; SWD 4.8%; Af Am 8.7%; Amer Ind 7.3%; Asian 10.1%;	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Report, CA Department of Education	Filipino (17) 13.0%; Hispanic (299) 7.8%; Pac Is (4) 16.0%; White (83) 9.9%; 2+ (10) 8.7%			Filipino 13.6%; Hispanic 8.6%; Pac Is 16.6%; White 10.5%; 2+ 9.3%	
1.15	CTE Pathway Completers Percentage of students, by group, who Complete a CTE Pathway Source: Met UC/CSU Requirements and CTE Pathway Completion Report, CA Department of Education	Class of 2023: All (789) 13.5%; EL (53) 9.5%; SED/LI (617) 13.7%; FY (5) 9.3%; HY (58) 11.6%; SWD (103) 12.7%; Af Am (51) 11.9%; Amer Ind (4) 12.9%; Asian (49) 11.7%; Filipino (19) 14.5%; Hispanic (520) 13.6%; Pac Is (5) 20.0%; White (123) 14.7%; 2+ (15) 13.0%			Class of 2026: All 13.8%; EL 12.5%; SED/LI 13.9%; FY 9.9%; HY 12.2%; SWD 13.3%; Af Am 12.5%; Amer Ind 13.5%; Asian 12.3%; Filipino 15.1%; Hispanic 14.2%; Pac Is 20.3%; White 15%; 2+ 13.3%	
1.16	Diversification of Curriculum - Student Survey Percentage of Students who say their culture and values are represented in the curriculum and Percentage of Students who say they have read about their culture, identity, and/or community in their classes.	In 2023-24, the District surveyed 9,971 students and 83% said their culture and community are represented and valued in their classes, and 77.6% said they have read about their culture, identity, and/or community in their classes.			In 2026-27, the District will continue to survey over 9,000 students and 86% will say their culture and community are represented and valued in their classes, and 80.6% will say they have read about their culture, identity, and/or	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: Annual Spring Student Diversification of Curriculum Survey				community in their classes.	
1.17	Early Assessment Program (EAP) percent of students prepared for College ELA Percentage of students who tested demonstrated readiness for college ELA on the EAP Source: Public CAASPP Data Results.	In 2022-2023, 35.55% of students who tested demonstrated readiness for college ELA on the EAP.			In 2025-26, 36.3% of students who test will demonstrate readiness for college ELA on the EAP.	
1.18	Early Assessment Program (EAP) percent of students prepared for College Math Percentage of students who tested demonstrated readiness for college math on the EAP Source: Public CAASPP Data Results.	In 2022-2023,13.94% of students who tested demonstrated readiness for college Math on the EAP.			In 2025-26, 14.3% of students who test will demonstrate readiness for college Math on the EAP.	
1.19	English Learner Reclassification Rate Percentage of ELs who Reclassify Percentage of LTELs who Reclassify Source: Internal Report from ELLevation	In 2023-24, the District reclassified 14.4% of its overall ELs and 18.5% of LTELs.			In 2025-26, the District will reclassify 20% of its overall ELs and 21% of LTELs.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.20	English Language Proficiency Assessments for California (ELPAC) Percentage of ELs considered proficient based Source: ELPAC Results from CAASPP Test Results Page	In 2022-2023, 12.98% of ELs were considered proficient based on the 2023 ELPAC.			In 2025-26, 15% of ELs will be considered proficient based on the ELPAC.	
1.21	English Learner Progress Indicator (ELPI) Percentage of EL students who demonstrate that they are making progress towards English language proficiency based on the English Learner Progress Indicator. Source: CA School Dashboard.	In 2022-23, 41.5% of 1,465 EL students demonstrated that they are making progress towards English language proficiency based on the English Learner Progress Indicator.			In 2025-26, 44.5% of EL students will demonstrate that they are making progess towards English language proficiency based on the ELPI.	
1.22	FAFSA Completion Percentage Rate Percentage of seniors who complete the FAFSA. Source: California Student Aid Commission Dashboard	In 2023-2024, 59.67% of seniors completed the FAFSA.			In 2026-27, 70% of seniors will complete the FAFSA.	
1.23	Freshmen On-Track to Graduate	In 2023-2024, 84.8% of all freshmen finished their 9th grade year with			In 2026-2027, 87.8% of all freshmen will finish	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Percentage of all freshmen who finish their 9th grade year with more than 45 credits Source: Internal Report of 9th Grade Students' Completion Rate	more than 45 credits (pre-summer school). All 84.8% EL 66% SED/LI 81% FY 39% HY 72%			their 9th grade year with more than 45 credits. All 87.8% EL 70% SED/LI 85% FY 43% HY 76%	
1.24	Graduation Rate Percentage of students, by group, who Graduate Within Four Years Source: CA Dashboard	Class of 2023 89.5% Graduation Rate. Cohort Performance is as follows: Filipino (97.7%) 2 or more races (94.8%) White (92.7%) Asian (91.7%) African American (90%) FY (68.5%) Hispanic (88.2%) HY (79.1%) SED/LI (87.9%) SWD (76.1%) EL (67.6%) American Indian (80.6%) Pacific Islander (84%). The following student groups were in the red for 2022-2023: All (VVHS 60.9%) EL (DO 67.6%, CHS 56.5% , MHS 67%,			Class of 2026 90% Graduation Rate. Filipino (98%) 2 or more races (95.1%) White (93%) Asian (92%) African American (90.3%) FY (69.1%) Hispanic (88.8%) HY (79.7%) SED/LI (88.5%) SWD (76.7%) EL (68.2%) American Indian (81.2%) Pacific Islander (84.6%). All (VVHS 61.5%) EL (DO 68.2%, CHS 57.1%, MHS 67.6%, OHS 66.2%, VVHS 61.1%) HY (VVHS 60.3%)	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		OHS 65.6%, VVHS 60.5%) HY (VVHS 59.7%) SED/LI (VVHS 60.5%) HI (VVHS 60.5%).			SED/LI (VVHS 61.1%) HI (VVHS 61.1%).	
1.25	Inclusion Rate Percentage of SWD in Least Restrictive Environment (students enrolled in general education classes 80% of the school day) Source: Internal Monitoring Report of Rate of Inclusion fro Students with Disabilities	In 2023-2024, the Inclusion rate for CJUHSD was 58%.			By 2026-2027, increase the percentage of SWD included in general education to 65%.	
1.26	Enrollment in Honors/Advanced Placement (H/AP) Courses Student Group Percentage of Enrollment, including Disproportionalities in Enrollment in H/AP Courses Source: Internal Monitoring Report of Overall H/AP Enrollment by Demographics	In 2023-24, H/AP Students totaled 37.1% of the overall student population. The enrollment demographics of this group are represented by the following percentages: Am Ind. .6% (.6% of overall enrollment), Asian 15.6% (8.3% of overall enrollment), Black/Af Amer. 6.5% (8.4% of overall enrollment), Filipino 4.5%, (2.6% of overall enrollment),			In 2026-27, will total 37.5% of the overall student population. Enrollment percentages will be improved for the following and disproportionalities in enrollment will be decreased: Am Ind. .9% (increase enrollment), Asian 15.9% (increase enrollment),	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Hispanic 56% (64.6% of overall enrollment), Pac Islander .5% (.5% of overall enrollment), Unknown .7% (1% of overall enrollment), White 15.6% (13.9% of overall enrollment) EL 2.2% (8.5% of overall enrollment) SED/LI 58.3% (65.6% of overall enrollment) FY 0.2% (0.5% of overall enrollment) HY 3.0% (4% of overall enrollment)			Black/Af Amer. 7% (increase enrollment and decrease disproportionality by 1%), Filipino 4.8%, (increase enrollment), Hispanic 57% (increase enrollment and decrease disproportionality by 1%), Pac Islander .6% (increase enrollment), Unknown .7% (increase enrollment and decrease disproportionality by 0.1%), White 15.9% (increase enrollment) EL 3.2% (increase enrollment and decrease disproportionality by 1%) SED/LI 59.3% (increase enrollment and decrease	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					disproportionality by 1%) FY 1.2% (increase enrollment and decrease disproportionality by 1%) HY 4.0% (increase enrollment and decrease disproportionality by 1%)	
1.27	Staff Response to "To what extent do you agree that the District provides the instructional technology and devices necessary for staff to deliver effective instruction and academic supports for students?" Percentage of staff who agree/strongly agree. Source: Annual LCAP Survey	In 2023-2024, 91% percent of staff agreed/strongly agreed that the District provides the instructional technology and devices necessary for staff to deliver effective instruction and academic supports for students.			In 2026-2027, 94% percent of staff will agree/strongly agree that the District provides the instructional technology and devices necessary for staff to deliver effective instruction and academic supports for students.	
1.28	Students' Response to "My school provides a caring learning environment for students." Percentage of Students who agree/strongly agree. Source: Annual LCAP Survey	In 2023-2024, 88% of students agree/strongly agree that their school provides a caring learning environment for students. All - 88.8% EL - 92% FY/HY - 79%/62% SED/LI - 86%			In 2026-2027, 90% of students will agree/strongly agree that their school provides a caring learning environment for students. All - 90% EL - 93.2%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					FY/HY - 82%/65% SED/LI - 89%	
1.29	TCELL Student Survey Percentage of seniors who report they had the opportunity to explore career options in high school. Percentage of seniors who reported they acquired the necessary employability skills to succeed after high school. Source: Internal Annual Survey Administered to Seniors	In 2023-2024, 77% of seniors reported they had the opportunity to explore career options in high school. 89% of seniors reported they acquired the necessary employability skills to succeed after high school.			In 2026-27, 80% of seniors will report that they had the opportunity to explore career options in high school. In 2026-27, 92% of seniors will report that they acquired the necessary employability skills to succeed after high school.	
1.30	Broad Course of Study Percentage of courses offered which meet the requirements of CA Ed Code 51210 and District Board Policy Source: Internal Monitoring Report of Courses Offered	2023-2024: 100% of courses offered meet the requirements of CA Ed Code 51210 and District Board Policy.			2026-2027: The District will maintain that 100% of courses offered will meet the requirements of CA Ed Code 51210 and District Board Policy.	

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	Expand AVID Courses and Strategies to Support Academic Achievement	The District will foster and promote AVID enrollment for EL, SED/LI, and FY students to receive the benefits of this program no matter their placement and course sequence. This action will be principally directed toward UPP to increase student success on the College and Career Indicator, the CAASPP in ELA, and the CAASPP in math. The effectiveness of this action will be measured through its impact on the following metrics: M1.7, M1.8, M1.9, M1.10, M1.11, M1.12, M1.17, M1.18, and M1.30.	$1,574,761.00	Yes
1.2	Increase Honors and AP (H/AP) Access for Underrepresented Student Groups	The District will increase access and enrollment principally for EL, SED/LI, and FY students by providing access to courses, subsidize exam costs and through personnel to oversee the District's GATE courses and enrollment. These advisors analyze enrollment and course offerings and counsel students on taking honors and AP courses. A high school board course of study is designed to cater to the diverse needs and interests of students while ensuring a comprehensive and inclusive education, with opportunities for advanced coursework such as Advanced Placement (AP) for academically advanced students seeking advanced opportunities. The District will monitor enrollment and partner with site personnel to strategically enroll underrepresented groups. This holistic approach aims to foster an inclusive learning environment where all students have the opportunity to thrive and reach their full potential, preparing them for post-	$469,527.00	Yes

Action #	Title	Description	Total Funds	Contributing
		secondary education, careers, and lifelong success. The effectiveness of this action will be measured through its impact on the following metrics: M1.3, M1.23, M1.26, and M1.30.		
1.3	Provide Access for Assessments for College Readiness	The District will provide the funding and opportunity for EL, SED/LI, and FY students to take the PSAT and SAT within the school day to remove barriers for students to be able to access and be successful on these exams. The PSAT serves as a practice test, providing students with insight into the format and content of the SAT while identifying areas of academic strength and weakness. Additionally, for juniors, high performance on the PSAT/NMSQT (National Merit Scholarship Qualifying Test) can lead to recognition and potential scholarship opportunities through the National Merit Scholarship Program. Additionally, the College Board provides the Recommended Placement report which provides critical placement recommendations for students to challenge themselves with advanced coursework based on their performance on the assessment. The effectiveness of this action will be measured through its impact on the following metric: M1.12.	$187,220.00	Yes
1.4	Provide Instructional Technology and Supports for Staff for the Purpose of Providing Engaging and Effective Instruction	The District will provide the instructional technology and devices staff need to provide effective instruction and academic supports for students. This action will ensure that staff are equipped with the modern tools they need to engage students in the technological skills they will need in their post-secondary pursuits. The effectiveness of this action will be measured through its impact on the following metrics: M1.27.	$50,000.00	No
1.5	Provide Instructional Technology, Software, and Device Supports for Students to Promote College and Career Readiness	The District will provide students with access to the instructional technology, curriculum, and platforms that they will need to successfully evolve academically. Ensuring that students have access to instructional technology is integral to their capacity to be college and career-ready. This action will be principally directed toward EL, SED/LI, and FY students. The effectiveness of this action will be measured through its impact on the following metrics: M1.2, M1.7, M1.8, M1.9, and M1.10.	$3,297,032.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.6	Higher Education Access through Campus Visits, Tours, Fairs, and Events	The District will equitably provide opportunities for students to visit, explore, and learn about the possibilities and academic futures they can pursue at higher education institutions including Historically Black Colleges and Universities through touring these university campuses and attending/hosting college fairs and events. The District will provide funding and staffing to accompany students on these tours and college fairs/events focusing on our EL, FY, and SED/LI student groups. The effectiveness of this action will be measured through its impact on the following metric: M1.12.	$100,000.00	Yes
1.7	Promoting College Readiness and Access through Partnerships, Personnel, and CCAP/Dual Enrollment Support	The District will provide a Director of College Readiness and Access to oversee the efforts, programs, and partnerships needed to increase ongoing equitable student access to college readiness programs that support student success beyond high school. This includes, but is not limited to, college fairs and dual enrollment programs. This role also collaborates with site dual enrollment liaisons and CCAP Counselors to focus on providing ongoing support for student preparation and access to higher education. This action is principally directed toward EL, SED/LI, and FY students. The effectiveness of this action will be measured through its impact on the following metrics: M1.1, M1.6, M1.12, and M1.13.	$696,436.00	Yes
1.8	Expand CTE Programs and Access	The District will provide a Director of Career Readiness and expanded CTE course offerings and pathways for SED/LI, EL, and FY students. Increased access to CTE courses will place them on a path to complete a Career Technical Education pathway and thus improve their likelihood of meeting the College and Career Indicator. The effectiveness of this action will be measured through its impact on the following metrics: M1.12, M1.14, and M1.15.	$12,667,559.00	Yes
1.9	Provide Career Exploration and Experiences	The District will provide SED/LI, EL, and FY with Career Readiness Skills/Competencies (TCELL) to enhance career readiness. The District will provide students with a minimum of two career exploration	$20,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		assessments during their high school career to enhance career readiness. To augment career exploration and exposure, Career Fairs and skilled trades fairs will be implemented to include transportation for students to attend career fairs, skilled trades fairs, and career exploration trips. The effectiveness of this action will be measured through its impact on the following metrics: M1.12 and M1.29.		
1.10	Utilize Peer Mentors as Academic Supports	Peer Mentors provide in-class individualized instructional support and assistance for EL, freshmen students in core subject areas of integrated math, science, and English to ensure they are successful academically. The District provides Peer Mentors who are college students and graduates of the District, along with teachers who participate in the program, with annual training to equip them with the skills necessary to facilitate a co-teaching environment. The effectiveness of this action will be measured through its impact on the following metrics: M1.19, M1.20, M1.21, and M1.23.	$993,736.00	No
1.11	Progress Monitoring for English Learners	The Categorical Programs office works with site EL support staff (EL Advisors and Language Assessors) to monitor EL and LTEL students using ELlevation so that students can be matched to needed supports. The effectiveness of this action will be measured through its impact on the following metrics: M1.1, M1.19, M1.20, M1.21, and M1.24.	$2,322,022.00	Yes
1.12	Targeted Academic and Supplementary Support for Language Acquisition and Development	The District will provide dedicated teachers, curriculum, and comprehensive courses for EL, including LTEL, students with the necessary strategies to empower them to continuously enhance their language skills. The effectiveness of this action will be measured through its impact on the following metrics: M1.19, M1.20, and M1.21.	$3,798,556.00	Yes
1.13	Newcomer EL Services	The Newcomer Program provides language and transitional support to ELs new to the United States. The Newcomer Program focuses on building literacy skills to set up a student for a successful transition to their home school upon their completion of this program and to achieve academically	$860,370.00	Yes

Action #	Title	Description	Total Funds	Contributing
		on the ELPAC and in their coursework leading up to graduation. The program provides additional classes, staffing, guidance, enrichment opportunities, field trips, and college visits for students. The effectiveness of this action will be measured through its impact on the following metric: M1.19.		
1.14	Achievement Monitoring and Targeted Support	The District will provide 9 Assistant Principals (APs) of Achievement (APA) to spearhead targeted initiatives to support EL, FY, and SED/LI student. Their actions include progress monitoring, informing families about available supports, leading Response to Intervention (RTI) committees, and conducting meetings to determine services and interventions. This comprehensive approach aims to improve A-G Completion Rates and Graduation Rates, ensuring equitable academic success. Additionally, the District employs an Outreach Consultant who oversees initiatives in place to ensure that students graduate on time ready for college and career and have equitable access to educational opportunities. The Outreach Consultant, in collaboration with the APAs, engages in progress monitoring and staff training to ensure that all students are on track for post-secondary college and career opportunities and to fulfill the District's commitment to equity. The effectiveness of this action will be measured through its impact on the following metrics: M1.1, M1.14, M1.22, M1.23, and M1.24.	$3,366,966.00	Yes
1.15	Targeted Support and Interventions to Remediate Credit and Learning Loss	The District will provide access to support interventions, including credit recovery and grade remediation opportunities principally directed to EL, SED/LI, and FY, to foster achievement in a broad, appropriate course of study and improve the A-G completion rate. The programs will include before/after school classes and tutoring, online learning, Saturday programs, summer school, and additional instructional minutes on campuses with special programs. All support and intervention programs will be managed by the Assistant Superintendent of Student Services and assigned classified staff. The effectiveness of this action will be measured through its impact on the following metric: M1.1 and M1.24.	$7,000,341.00	Yes
1.16	Monitoring and Expanding Access to	The District will allocate funding for new library materials and increase diversification of authorship represented across supplemental texts in the	$260,064.00	Yes

Action #	Title	Description	Total Funds	Contributing
	Instructional Materials	classroom as needed for each site to increase access to high-interest and diverse literature and resources for EL, SED/LI, and FY students. Additionally, the District will focus on equity and diversity in new texts and resources that will reflect students' diverse cultures, nationalities, ethnicities, socio-economic backgrounds, life experiences, gender, and sexual identities. The effectiveness of this action will be measured through its impact on the following metrics: M1.2, M1.7 and M1.16.		
1.17	School Library Services and Access	The District will maintain full-time Teacher Librarians and Library Media Technicians at each comprehensive school site to provide services for unduplicated students and teachers that include literacy development, instruction in research, support with instructional technology, and access to instructional resources to primarily support the learning and achievement of SED/LI, EL, and FY. Maintaining high-quality library programs, which provide instructional resources, academic support, and access to instructional materials for unduplicated students, will support their achievement and thus improve student performance on the CAASPP ELA and Math. The effectiveness of this action will be measured through its impact on the following metrics: M1.2, M1.7, M1.8, M1.9, and M1.10.	$3,679,977.00	Yes
1.18	Enhancing Academic Support for Students with Disabilities	District administrators, instructional support staff, and special education coordinators will implement targeted academic support programs and interventions for SWD enrolled in district schools to improve SWD performance on the CAASPP ELA and Math. Special education teachers and counselors will provide individualized support and guidance to SWD by explaining the importance of enrolling in and completing both years of a CTE pathway. By addressing the unique needs and challenges of SWD, special education teachers and counselors will ensure SWD receive necessary accommodations, support services, and career guidance to successfully navigate their chosen pathways. The effectiveness of this action will be measured through its impact on the following metrics: M1.7, M1.8, M1.9, M1.10, M1.12, and M1.24.	$3,782,305.00	No
1.19	Targeted Instructional	The District will provide instructional technology, materials, and intervention resources for SWD to ensure students have the tools they	$75,000.00	No

Action #	Title	Description	Total Funds	Contributing
	Materials to Support Academic Achievement of Students with Disabilities	need to be academically successful. The effectiveness of this action will be measured through its impact on the following metrics: M1.1, M1.12, M1.24, and M1.25.		
1.20	Targeted Progress Monitoring and Academic Support for FY and HY Students	The District will provide outreach staff in charge of FY and HY to assist in providing guidance and actions that will improve graduation rates. These actions aim to track data and metrics related to student access, credit attainment, and graduation pathways to enhance student success. Administrators, educators, counselors, and support staff will monitor student progress towards graduation, identify areas for improvement in credit recovery programs, and ensure timely notification and consultation with students about graduation pathways and exemptions. The effectiveness of this action will be measured through its impact on the following metrics: M1.7, M1.8, M1.9, M1.10, M1.12, and M1.24.	$650,753.00	Yes
1.21	Fostering School Connectedness for EL, SED/LI, and FY Students	The District will provide students with supplemental enrichment experiences and programs to increase connection and attendance at school primarily for LI, EL, and FY student groups who have higher and disproportionate absences and lower graduation rates when compared to their peers. The effectiveness of this action will be measured through its impact on the following metrics: M1.4, M1.5, M1.24, and M1.28.	$17,791,261.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	CJUHSD will improve classroom instruction through inclusive professional learning opportunities that ensure equitable access and success for all students.	Broad Goal

State Priorities addressed by this goal.

Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

The district has set a comprehensive goal to enhance educational outcomes and support student development through a range of initiatives. Professional learning opportunities focus on collaboration, differentiated instruction, social-emotional learning (SEL), and culturally-sustaining pedagogy. School sites form specialized teams to drive academic initiatives and create inclusive environments, while support is enhanced for special education and ELs. Initiatives also include cultivating a college-going mindset, implementing trauma-informed practices, promoting equity and inclusion, introducing a new math curriculum, developing ethnic studies courses, expanding Career Technical Education (CTE), providing instructional coaching, and supporting new teacher induction. These efforts collectively aim to create an environment where all students receive equitable support and preparation for success in college, career, and life.

Adopting a district-wide goal for inclusive professional learning sets the foundation for a more equitable, inclusive, and successful educational experience for all students, empowering educators to create classrooms where every student can thrive and reach their full potential. By providing educators with equitable access to comprehensive training and resources, regardless of their teaching assignments or backgrounds, schools ensure that every teacher is equipped with the knowledge and skills needed to meet the diverse needs of all students.

This inclusive approach to professional learning fosters the development of inclusive classroom practices, cultural competence, and collaborative learning communities among educators. Teachers learn effective strategies for accommodating diverse learning needs, including SWD, EL, SED/LI, FY, and gifted students, while also gaining insights into supporting students from various cultural backgrounds.

Moreover, inclusive professional learning promotes a school culture that values diversity and fosters a positive learning environment for students. Educators become adept at identifying and addressing individual student needs, ensuring personalized support and enhancing student engagement and achievement across the board. Educational partner feedback prioritized the need for professional learning targeting the areas highlighted throughout this goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	California Alternate Assessment (CAA) - ELA Percentage of Students Who Meet Understanding and Foundational Understanding Source: "Test Results for California's Assessments", Educational Testing Services, CA Department of Education	2022-2023 CAA ELA: 15.76% of students Met Understanding and 33.41% had Foundational Understanding.			2025-2026 CAA ELA: 16% of students will Meet Understanding and 36% will have Foundational Understanding	
2.2	California Alternate Assessment (CAA) - Math Percentage of Students Who Meet Understanding and Foundational Understanding Source: "Test Results for California's Assessments", Educational Testing Services, CA Department of Education	2022-2023 CAA Math: 8.86% of students Met Understanding and 22.44% had Foundational Understanding			2025-26 CAA Math: 9% of students will Meet Understanding and 23% will have Foundational Understanding	
2.3	Staff Response to "My site leadership fosters the belief that service to students with IEPs and 504s is a shared responsibility among all staff."	In 2023-2024, 86% percent of staff agreed/strongly agreed that their site leadership fosters the belief that service to students with IEPs and 504s is a			In 2026-2027, 89% percent of staff will agree/strongly agree that their site leadership fosters the belief that service to	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Percentage of staff who agree/strongly agree. Source: Annual LCAP Survey	shared responsibility among all staff.			students with IEPs and 504s is a shared responsibility among all staff.	
2.4	Staff Response to "The District provides professional learning that supports teachers' capacity to support students with disabilities." Percentage of staff who agree/strongly agree. Source: Annual LCAP Survey	In 2023-2024, 78% percent of staff agreed/strongly agreed that the District provides professional learning that supports teachers' capacity to support students with disabilities.			In 2026-2027, 81% percent of staff will agree/strongly agree that the District provides professional learning that supports teachers' capacity to support students with disabilities.	
2.5	Staff Response to "The District provides professional learning that supports teachers' capacity to support English Learners." Percentage of staff who agree/strongly agree. Source: Annual LCAP Survey	In 2023-2024, 80% percent of staff agreed/strongly agreed that the District provides professional learning that supports teachers' capacity to support English Learners.			In 2026-2027, 83% percent of staff will agree/strongly agree that the District provides professional learning that supports teachers' capacity to support English Learners.	
2.6	Staff Response to "My district provides sufficient professional learning for me to be an effective educator." Percentage of staff who agree/strongly agree. Source: Annual LCAP Survey	In 2023-2024, 86% of staff agreed/strongly agreed that the district provides sufficient professional learning for me to be an effective educator.			In 2026-2027, 87% of staff will agree/strongly agree that the district provides sufficient professional learning for me to	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					be an effective educator.	
2.7	Professional Learning Opportunities for Staff of Students with Disabilities Number of Professional Learning Opportunities Offering Targeting Instructional Support for SWD Source: Internal Report of Workshops Provided	In 2023-2024, the District provided 59 professional learning opportunities for teachers targeting Instructional Support for SWD.			In 2026-2027, the District provided 65 professional learning opportunities for teachers targeting Instructional Support for SWD.	
2.8	Seal of Biliteracy Percentage of Students Who Earn the Seal of Biliteracy Upon Graduation Source: DataQuest	In 2022-23,12.9% of the Class of 2023 earned the Seal of Biliteracy.			In 2025-26, 13.3% of the Class of 2026 will earn the Seal of Biliteracy.	
2.9	Suspension Rate Percentage of students, by group, who are Suspended, coupled with Dashboard Color Level and Change from Prior Year Source: CA Dashboard	For 2022-2023, the Overall California School Dashboard Performance of Suspension Rate for all students was Orange at 6.4%. Student Group Performance were as follows: Filipino (1.5%); Asian (2%); American Indian (8.3%), Pacific Islander (7.3%), White (3.8%); FY (19.3%),			For 2026-2027, the Overall California School Dashboard Performance of Suspension Rate for all students will be 6.1%. Student Group Performance will be as follows: Filipino (1.2%); Asian (1.7%); American Indian (7.7%),	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Hispanic (7%), 2 or more races (6.6%), SED/LI (7.6%); African American (11.1%), EL (10.3%), HY (10.3%), SWD (10.7%). The following student groups were in the red for 2022-2023: All (VVHS 11%, CCDS 38.3%), HY (DO 10.3%, ALHS 10.9%, CHS 10.9%, CoHS 10.9%, LOHS 10.5%, OHS 10.5%, RCHS 13.6%), FY (ALHS 18.2%), SED/LI (VVHS 11.4%, CCDS 38.1%), SWD (DO 10.7%, ALHS 11.6%, CHS 13.2%, LOHS 11.1%, MHS 11.1%, RCHS 10.2%, VVHS 19.7%), EL (DO 10.3%, ALHS 9.7%, CHS 11.3%, EHS 7.4%, OHS 13.6%), AA (DO 11.1%, ALHS 10.1%, CoHS 17.6%, LOHS 14.1%, OHS 22%, RCHS 10.5%, VVHS 13.8%), HI (VVHS 11.1%, CCDS 41.7%),			Pacific Islander (6.7%), White (3.5%) FY (18.7%), Hispanic (6.4%), 2 or more races (6%), SED/LI (7%); African American (10%), EL (9.7%), HY (9.7%), SWD (10.1%). All (VVHS 10.4%, CCDS 37.6%), HY (DO 9.7%, ALHS 10.3%, CHS 10.3%, CoHS 10.3%, LOHS 9.9%, OHS 9.9%, RCHS 13%), FY (ALHS 17.6%), SED/LI (VVHS 10.8%, CCDS 37.5%), SWD (DO 10.1%, ALHS 11%, CHS 12.6%, LOHS 10.5%, MHS 10.5%, RCHS 9.6%, VVHS 19.1%), EL (DO 9.7%, ALHS 9.1%, CHS 10.7%, EHS 6.8%, OHS 13%),	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		MR (ALHS 11.7%, OHS 15.8%).			AA (DO 10.5%, ALHS 9.6%, CoHS 17%, LOHS 13.5%, OHS 21.4%, RCHS 9.9%, VVHS 13.2%), HI (VVHS 10.5%, CCDS 41.1%), MR (ALHS 11.1%, OHS 15.2%).	
2.10	The LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified within their content area. Percentage of Teachers who indicate a 4 or 5 for Full Implementation Source: Internal Annual Survey of Teachers	In 2023-2024, 66.6% of teachers rated the LEA at a 4 or 5, Full Implementation, for the LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified with your content area.			In 2026-2027, 70% of teachers rated the LEA at a 4 or 5, Full Implementation, for the LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified with your content area.	
2.11	Staff Response to "The District provides professional learning that asks staff to examine their own	2023-2024: 82% Agree/Strongly Agree that the District provides professional learning that asks staff			2026-2027: 85% Agree/Strongly Agree that the District provides	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	cultural biases and how they impact instruction." and "My school is a supportive and inviting place to work." Percentage of Staff who Agree/Strongly Agree Source: Annual LCAP Survey	to examine their own cultural biases and how they impact instruction. 86% Agree/Strongly Agree that their school is a supportive and inviting place to work.			professional learning that asks staff to examine their own cultural biases and how they impact instruction. 89% Agree/Strongly Agree that their school is a supportive and inviting place to work.	
2.12	Staff Response to "Our staff has high expectations for all students, regardless of their race, ethnicity, language development, or learning ability." Percentage of Staff who Agree/Strongly Agree Source: Annual LCAP Survey	2023-2024: 85% Agree/Strongly Agree			2026-2027: 88% Agree/Strongly Agree	

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	Comprehensive Professional Learning and Collaboration	The District will provide job-embedded professional learning opportunities centered around effective collaboration, differentiating instruction, articulation, new teacher mentorship, and utilizing technology to leverage innovative instruction. Additionally, the District will integrate the new California Standards for the Teaching Profession (CSTPs), social-emotional and trauma-informed tenets, and culturally-sustaining pedagogy into professional learning. The effectiveness of this action will be measured through its impact on the following metrics: M1.7, M1.8, M1.9, M1.10, M1.11, M1.16, M1.17, M1.18, M2.1, M2.2, M2.6, and M2.10.	$232,180.00	No
2.2	Site-Based Specialized Teams and Committees for Targeted Educational Goals	School sites will form specialized teams and committees focused on meeting localized educational goals through targeted content, course development, and achievement strategies. These teams will collaborate to address specific academic needs and drive initiatives that promote a high-achieving and inclusive school environment. The effectiveness of these teams and committees will be measured by improvements in CAASPP scores for student groups achieving in the red, as well as other relevant academic metrics tailored to the specific goals of each team. The effectiveness of this action will be measured through its impact on the following metrics: M1.7, M1.8, M1.9, M1.10, M1.11, M1.17, M1.18, M2.1, M2.2, and M2.8.	$102,312.00	No

Action #	Title	Description	Total Funds	Contributing
2.3	Targeted Professional Learning for Teachers of Students with Disabilities	The District will enhance the delivery of special education services by refining intervention strategies, improving resource allocation, and increasing staff training to better support students with diverse learning needs. This initiative will focus on ensuring that SWD receive a tailored and equitable educational experience. The effectiveness of this action will be measured through its impact on the following metrics: M2.3, M2.4, and M2.7.	$255,621.00	No
2.4	Targeted Professional Learning for Teachers of English Learners	The District will strengthen support structures for ELs, including LTELs, by enhancing language acquisition programs, providing culturally sustaining teaching materials, and increasing staff training on English Language Learning strategies. This initiative aims to improve academic performance and integration of EL students. The ELD Coach facilitates regular meetings for the ELD Achievement Team, Accelerated English, and Read 180/System 44 teachers to provide targeted support and intervention for ELs and students in need of literacy support. The ELD Coach works with site Language Assessors and EL Advisors to use ELLevation for progress monitoring and reclassification. The effectiveness of this action will be measured through its impact on the following metrics: M1.19, M1.20, M1.21, and M2.5.	$335,562.00	Yes
2.5	Targeted Professional Learning for Peer Mentors	The Categorical Programs office provides mentors with training on SEL supports for students, academic supports, and ways to effectively support students, specifically for EL, SED/LI, and FY students. The training for mentors and the SEL training series reflect an approach that prioritizes both academic success and the social-emotional development of students. The effectiveness of this action will be measured through its impact on the following metrics: M1.19, M1.20, M1.21, and M1.23.	$32,107.00	Yes
2.6	College-Going Mindset, Readiness, Success, and Access	The District will cultivate a college-going mindset among students, specifically for EL, SED/LI, and FY students, by providing targeted professional learning for staff designed to support Dual Enrollment courses and the broadening of understanding of dual enrollment pathways. The	$54,343.00	Yes

Action #	Title	Description	Total Funds	Contributing
	to Professional Learning	program will integrate comprehensive guidance and support services to support the staff who help students navigate the path to college. The effectiveness of this action will be measured through its impact on the following metric: M1.12.		
2.7	Targeted Professional Learning on Integration of Trauma-Informed Practices and Social Emotional Learning	The District will provide professional development on trauma-informed practices and SEL for all aspects of the educational environment to support teachers' capacity to respond to student behaviors. Individual sites will continue to support this initiative though collaboration that meets the unique needs of the school site. The effectiveness of this action will be measured through its impact on the following metrics: M1.28 and M2.9.	$39,310.00	No
2.8	Equity/Anti-Bias/Anti-Racism and Curricular Diversification Professional Learning	The District will implement a comprehensive professional learning program focused on equity, anti-bias, anti-racism, and curricular diversification. This initiative will equip educators with the tools and knowledge to create inclusive classroom environments and integrate principles of equity and diversity into their teaching practices. Professional development will include workshops, seminars, and collaborative learning sessions designed to address systemic biases and promote an inclusive educational culture. The effectiveness of this action will be measured through its impact on the following metric: M1.16, M2.11, and M2.12.	$213,186.00	No
2.9	Math Curriculum Implementation and Professional Learning	This initiative will introduce a new math curriculum across Integrated Math I-III, aligned with the Common Core State Standards (CCSS) and the revised California Math Framework, designed to enhance mathematical understanding, application, and engagement through the integration of the Standards of Mathematical Practice. The roll-out includes extensive teacher training, provision of new learning materials, and ongoing collaboration and support to ensure effective implementation and student achievement in mathematics. The success of this initiative will be measured by improvements in CAASPP Math scores, particularly for subgroups such as EL, SED/LI, and FY, alongside teacher feedback on the adequacy of training and materials provided. The effectiveness of this action will be measured through its impact on the following metric: M1.9 and M1.10.	$267,474.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.10	Ethnic Studies Graduation Requirement Development, Collaboration, and Implementation	The District will develop and implement courses for students to meet California's ethnic studies graduation requirement across all grade levels to promote understanding, respect, and appreciation for diverse cultures and histories. This comprehensive initiative includes professional development for teachers and staff on the curriculum content and pedagogical approaches, integration of culturally relevant materials, and student-led projects that encourage personal and communal exploration of various cultural identities. The success of this initiative will be measured by student engagement levels, feedback on professional development and task force meetings, number of sections of a course that meets the ethnic studies graduation requirement, feedback from the Curriculum Diversification Survey, and local implementation surveys. The effectiveness of this action will be measured through its impact on the following metrics: M1.16 and M1.24.	$25,906.00	No
2.11	CTE Pathway Development	Develop and expand Career Technical Education (CTE) pathways to provide EL, SED/LI, and FY students with relevant, hands-on experiences that align with workforce demands. This initiative will focus on creating robust linkages between secondary education, post-secondary opportunities, and real-world job skills. The effectiveness of this action will be measured through its impact on the following metrics: M1.12 and M1.15.	$29,562.00	Yes
2.12	Instructional Coaches	Instructional Coaches will deliver targeted professional learning and coaching to teachers throughout the district, focusing on enhancing teaching strategies and educational practices for the benefit of SED/LI, EL, and FY students. This initiative aims to improve academic outcomes by fostering community building and continuous professional growth, as measured by the Education Partners Survey and increases in CAASPP and CAST scores. The effectiveness of this action will be measured through its impact on the following metrics: M1.7, M1.8, M1.9, M1.10, M1.11, and M2.6.	$1,216,568.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.13	Induction Mentors	The District will enhance the effectiveness of new teachers by providing a comprehensive induction program to clear their credential and support their professional development. The effectiveness of this action will be measured through its impact on the following metric: M2.6.	$388,032.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	CJUHSD will provide a safe and caring learning environment that promotes and fosters student engagement, social-emotional well-being, diversity, equity, and inclusion.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Goal 3 is a multi-pronged initiative to cultivate a learning environment that prioritizes inclusivity, equity, and student well-being, areas of need highlighted by local data, state-level data, and educational partner feedback. This plan tackles ensuring safe digital navigation, addressing transportation barriers, promoting fairness and anti-racism, maintaining exemplary facilities, providing targeted support for vulnerable populations, expanding mental health services, reducing suspension rates, and guaranteeing equitable access to resources for students facing hardships. Ultimately, these efforts aim to empower every student, regardless of background or circumstance, to thrive both academically and emotionally within a nurturing and supportive school environment.

Goal 3 prioritizes student well-being, academic success, and community harmony, all areas highlighted by educational partners in their desire for inclusive and equitable campuses. It reflects a commitment to student well-being, academic success, and preparing students to navigate and contribute positively to diverse and multicultural societies. By promoting social-emotional well-being, diversity, equity, and inclusion, the district creates a positive school culture, prevents negative behaviors, and prepares students for life beyond school. This approach aligns with legal obligations and reflects a commitment to nurturing every student's potential in a supportive educational setting. Finally, the actions in Goal 3 highlight key priorites outlined by educational partners, as outlined by the recommendations highlighted in the Engaging Educational Partners section of this LCAP.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Dropout Rate (4 year)	In 2022-23, the District's Dropout Rate was 9.4%.			In 2025-26, the District's Dropout Rate will be 9.1%.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Percentage of Students Who Drop Out Prior to Graduating Source: DataQuest					
3.2	Expulsion Rate Percentage of Students Expelled Source: DataQuest	In 2022-23, the District expulsion rate was 0.2%.			In 2025-26, the District expulsion rate will be 0.1%.	
3.3	Students' and Parents' Response to "My school provides access to the Chromebooks and technology I need to be successful." Percentage of Students and Parents who agree/strongly agree. Source: Annual LCAP Survey	In 2023-2024, 96% of students agree/strongly agree that their school provides access to the Chromebooks and technology they need to be successful. In 2023-2024, 98% of parents/guardians agree/strongly agree that their student's school provides access to the Chromebooks and technology they need to be successful.			In 2026-2027, 96.3% of students will agree/strongly agree that their school provides access to the Chromebooks and technology they need to be successful. In 2026-2027, 98.3% of parents/guardians will agree/strongly agree that their student's school provides access to the Chromebooks and technology they need to be successful.	
3.4	Students' Response to "I feel a sense of belonging in my school."	In 2023-2024, 87% of students agree/strongly agree that they feel a			In 2025-2026, 90% of students will agree/strongly agree that they	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Percentage of Students who agree/strongly agree. Source: Annual LCAP Survey	sense of belonging in their school.			feel a sense of belonging in their school.	
3.5	Students' Response to "My school provides the counseling and support resources I need to help me with my mental wellness (for example, a counselor, Wellness Center, peer counselor)." Percentage of Students who agree/strongly agree. Source: Annual LCAP Survey	In 2023-2024, 94% of students agree/strongly agree that their school provides the counseling and support resources they need to help with their mental wellness. All - 94% EL - 93% FY/HY - 85%/73% SED/LI - 93%			In 2026-2027, 95% of students will agree/strongly agree that their school provides the counseling and support resources they need to help with their mental wellness. All - 95% EL - 95% FY/HY - 87%/75% SED/LI - 95%	
3.6	Students' Response to "My school provides a physically safe learning environment for all students." and "My school provides an emotionally safe learning environment for all students." Percentage of Students who agree/strongly agree. Source: Annual LCAP Survey	In 2023-2024, 90% of students agree/strongly agree that their school provides a physically safe learning environment for all students, and 83% of students agree/strongly agree that their school provides an emotionally safe learning environment for all students.			In 2026-2027, 90.3% of students will agree/strongly agree that their school provides a physically safe learning environment for all students, and 83% of students will agree/strongly agree that their school provides an emotionally safe learning	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					environment for all students.	
3.7	Physical Fitness Test (PFT) Percentage of Students Who Participate Source: Annual School Accountability Report Card (SARC)	2022-2023: ALHS: 94% Participation CHS: 89% Participation CDOHS: 94.7% Participation CoHS: 90% Participation EHS: 93% Participation LOHS: 96% Participation MHS: 93% Participation OHS: 89% Participation RCHS: 95% Participation Community Day: 50% Participation VVHS: N/A			2025-2026: ALHS: 94.3% Participation CHS: 89.3% Participation CDOHS: 93% Participation CoHS: 90.3% Participation EHS: 93.3% Participation LOHS: 96.3% Participation MHS: 93.3% Participation OHS: 89.3% Participation RCHS: 95.3% Participation Community Day: 50.3% Participation VVHS: N/A	
3.8	Rate of Teacher Misassignment Percentage of Appropriately Assigned Teachers per Williams Act Compliance Requirements Source: Teaching Assignment Monitoring Outcome (AMO) from DataQuest	2022-2023 Data: Total Full-Time Equivalent Teachers: 950.4 Clear: 89.2% Out-of-Field: 2.0% Intern: 0.3% Ineffective: 4.5% Incomplete: 3.0% Unknown: 0.1% N/A: 1.0%			2025-2026 Data: The District will improve teacher misassignment data: Clear: 90.5% Out-of-Field: 1.7% Intern: 0.1% Ineffective: 4.2% Incomplete: 2.7% Unknown: 0.1%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					N/A: 0.7%	
3.9	School Facilities in Good Repair Rating from the Facilities Inspection Tool: Exemplary, Good, Fair, Poor Source: Annual Internal Report of Facilities Inspection	In 2023-2024, CJUHSD achieved an "exemplary" rating on the Facilities Inspection Tool (FIT) at each site.			In 2026-2027, CJUHSD will achieve an "exemplary" rating on the Facilities Inspection Tool (FIT) at each site.	

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	Ensure Digital Landscape Safety	The District is committed to ensuring that students experience safety in their digital learning environment as well as their physical learning environment. This action is designed to develop the infrastructure necessary to ensure that students navigate the digital landscape safely and with the necessary protections in place to protect their data as well as their social and emotional well-being. The effectiveness of this action will be measured through its impact on the following metric: M3.3.	$328,000.00	No
3.2	Home-to-School Transportation	The District's Transportation Department provides home-to-school transportation principally directed for unduplicated students who live in specified areas to ensure they can attend school daily and have access to in-person instruction, thus improving the student attendance rate. The effectiveness of this action will be measured through its impact on the following metric: M1.4 and M1.5.	$3,005,435.00	Yes
3.3	Fostering Student Success Through Targeted Equity and Inclusion Programs and Engagement	Under the direction of the Executive Director of Equity and Inclusion, the District is taking proactive measures to ensure equitable access to programs and services for LI, FY, and EL student groups. The purpose of these efforts is to improve academic performance and cultivate a positive school climate including collaborating with a Student Diversification Task Force to promote inclusivity and a positive school environment. Additionally, the Executive Director is ensuring adherence to the Anti-Racist Equity Resolution and implementing actions outlined in the resolution. Targeted student leadership training will be provided to enhance students' sense of self-efficacy and promote a safe and inclusive campus culture. The effectiveness of this action will be measured through its impact on the following metrics: M1.16, M2.9, and M3.4.	$124,496.00	Yes
3.4	Facilities Improvement and Maintenance	The District strives to continue to maintain or improve facilities to exemplary levels by supporting a full-time Maintenance Department that responds to all needs of each site to ensure that all facilities remain safe, functional, and in good repair. The effectiveness of this action will be measured through its impact on the following metrics: M3.6 and M3.9.	$12,651,555.00	No

Action #	Title	Description	Total Funds	Contributing
3.5	Equity-Driven Support: Empowering Foster Youth and Low-Income Students for Success	The Assistant Principals of Student Services are leading targeted initiatives for EL, SED/LI and FY students. Collaborating with outreach personnel and engaging in professional learning targeted at reducing suspension rates, they ensure vital support systems are in place for academic success. Working alongside the District Outreach services department, they connect EL, SED/LI and FY students to essential resources, monitoring progress and promoting well-being. The effectiveness of this action will be measured through its impact on the following metrics: M1.24, M2.9, M3.1, and M3.2.	$3,393,042.00	Yes
3.6	Mental Health Support: Tailored Services for Student Well-Being	The District offers mental health services provided by trained professionals, including Marriage and Family Therapy (MFT) associates, Behavioral Assistants, School Psychologists, and Community Health Education Workers (CHEWs). The focus is on supporting FY, EL, and LI students, ensuring equitable access to high-quality counseling. The effectiveness of this action will be measured through its impact on the following metrics: M1.28 and M3.5.	$6,759,471.00	Yes
3.7	SEL, Trauma-Informed, and Restorative Justice Training for Safety Personnel	The District is committed to ensuring students' physical and psychological safety by providing comprehensive training to all safety and health personnel. This training covers areas such as social-emotional learning, mental health, restorative justice, and cultural proficiency. The purpose is to equip personnel working at schools predominantly serving ELs, HY/FY, and SED/LI students with the necessary strategies and skills to intervene, redirect, and de-escalate student behaviors effectively, ultimately aiming to reduce the suspension rate and create a safer and more inclusive school environment, specifically addressing EL, SED/LI, and FY students. The effectiveness of this action will be measured through its impact on the following metrics: M1.28, M2.9, and M3.5.	$27,328.00	Yes
3.8	Reducing Suspension and Expulsion Rates for SWD	The District will reduce suspension rates for SWD by implementing targeted interventions and support systems to address the underlying issues contributing to the high suspension rates. The effectiveness of this action will be measured through its impact on the following metrics: M2.9 and M3.2.	$0.00	No

Action #	Title	Description	Total Funds	Contributing
3.9	Reducing Suspension and Expulsion Rates for FY and HY	The district will create a supportive environment, promote positive behavior, and ensure equitable access to resources for students, particularly for FY/HY and SED/LI students, with the purpose of fostering their overall well-being and academic success. The effectiveness of this action will be measured through its impact on the following metrics: M2.9, M3.2, and M3.5.	$2,288,487.00	Yes
3.10	Maintaining Effective Classroom Communities	The District works to ensure teacher caseloads are balanced so as to increase engagement as appropriate in collaboration with associations to provide the best possible classroom scenarios for teachers to support EL, SED/LI, and FY students. The effectiveness of this action will be measured through its impact on the following metrics: M1.4, M1.5, M1.28, M3.4, and M3.8.	$5,468,352.00	Yes
3.11	Fostering Mental Health Communities	The District will continue to support increased access to mental health, wellness, and preventative support programs through the support of Peer Counseling programs, mental health fairs, wellness centers, and support staff for EL, SED/LI, and FY students. Integrating mental health support into the school environment helps normalize seeking help and reduces the stigma surrounding mental health issues. This encourages students to openly discuss their struggles and access the support they need without shame. The effectiveness of this action will be measured through its impact on the following metrics: M1.4, M1.5, M1.28, M2.9, M3.4, and M3.5.	$1,529,552.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	CJUHSD will maintain effective communication, provide family and community engagement opportunities, and strengthen relationships with all educational partners.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)

An explanation of why the LEA has developed this goal.

Goal 4 places a high priority on nurturing effective communication and collaboration with families and educational partners. A centralized database facilitates transparency and bridges the communication gap between the school and home. Digital communication platforms play a pivotal role in facilitating two-way communication between schools, students, and families. Through these platforms, parents receive regular updates on their student's academic performance, upcoming events, and important announcements. Language access is another crucial aspect of the district's communication strategy, ensuring that parents from diverse linguistic backgrounds can fully understand and actively participate in their student's education, removing language barriers and promoting inclusivity. The district has established a dedicated FACE (Family and Community Engagement) Team to engage in ongoing training sessions, gather community input and feedback to strengthen relationships, gather valuable resources, and promote inclusivity within the school community.

The district prioritizes fostering effective communication, family and community engagement, and strong partnerships with educational educational partners. Goal 4 recognizes the critical role these elements play in building a successful and inclusive learning environment. By fostering transparency and trust through clear communication channels, the district builds collaborative partnerships with families and communities. This collaboration empowers families to actively participate in their student's education and advocate for resources that benefit all students. Furthermore, engaging with educational partners like local organizations and businesses provides students with diverse learning opportunities, career exploration, and real-world experiences that contribute to their holistic development and future success. Additionally, effective communication and engagement efforts promote cultural competence and inclusivity within the district. By actively involving families from diverse backgrounds and collaborating with community organizations, the district ensures that every student feels valued and supported, regardless of their cultural background. Finally, engaging with educational partners allows the district to leverage external resources, expertise, and support services that benefit students and enhance educational programs. This collaborative approach facilitates resource sharing, professional development opportunities, and access to community-based initiatives that address student needs comprehensively. Goal 4 is a reflection of the educational partner feedback prioritizing the enhancement of these partnerships and relationships, as outlined by the recommendations highlighted in the Engaging Educational Partners section of this LCAP.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Aeries and Parent Square Accounts Percentage of Parents/Guardians Source: Internal Report of Account Monitoring	In 2023-24, 97% of students overall have at least one parent Aeries Parent Portal/Parent Square Accounts attached.			In 2026-27, the District will maintain the 97% of students who have at least one parent Aeries Parent Portal/Parent Square Accounts attached.	
4.2	Parent/Guardian's Response to "My student's school creates a welcoming environment for all families in the community." Percentage of parents/guardians who agree/strongly agree Source: Annual LCAP Survey	In 2023-2024, 93% of parents/guardians agree/strongly agree that their student's school creates a welcoming environment for all families in the community.			In 2026-2027, the District will maintain that 93% of parents/guardians will agree/strongly agree that their student's school creates a welcoming environment for all families in the community.	
4.3	Parent/Guardian's Response to "My student's school develops the capacity of staff (i.e. administrators, teachers, and classified staff) to build trusting and respectful relationships with families." Percentage of parents/guardians who agree/strongly agree	In 2023-2024, 83% of parents/guardians agree/strongly agree that their student's school develops the capacity of staff to build trusting and respectful relationships with families.			In 2026-2027, 86% of parents/guardians will agree/strongly agree that their student's school develops the capacity of staff to build trusting and respectful relationships with families.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: Annual LCAP Survey					
4.4	Parent/Guardian's Response to "My student's school makes efforts to learn about each family's strengths, cultures, languages, and goals for their children." Percentage of parents/guardians who agree/strongly agree. Source: Annual LCAP Survey	In 2023-2024, 77% of parents/guardians agree/strongly agree that their student's school makes efforts to learn about each family's strengths, cultures, languages, and goals for their children.			In 2026-2027, 80% of parents/guardians will agree/strongly agree that their student's school makes efforts to learn about each family's strengths, cultures, languages, and goals for their children.	
4.5	Parent/Guardian's Response to "My student's school encourages parents to be active partners in the education of their child." Percentage of all parents/guardians, as well as parents/guardians who represent EL, SED/LI, FY and SWD who agree/strongly agree Source: Annual LCAP Survey	2023-2024: All: 87% Agree/Strongly Agree EL: 86% Agree/Strongly Agree SED/LI: 90% Agree/Strongly Agree FY: 71% Agree/Strongly Agree SWD: 63% Agree/Strongly Agree			2026-2027: All: 87.3% Agree/Strongly Agree EL: 86.6% Agree/Strongly Agree SED/LI: 90.3% Agree/Strongly Agree FY: 71.6% Agree/Strongly Agree SWD: 63.6% Agree/Strongly Agree	
4.6	Parent/Guardian's Response to the LCAP Survey	2023-2024: All Students Represented: 1,034			2026-2027: All Students Represented: 5,000	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Number of Students Represented by the Responses in the LCAP Survey, including the percentage of EL, SED/LI, FY and SWD Students Represented Source: Annual LCAP Survey	Percentage of Students Represented who are ELs: 6% Percentage of Students Represented who are SED/LI:14% Percentage of Students Represented who are FY: 1% Percentage of Students Represented who are SWD: 4%			Percentage of Students Represented who are ELs: 8% Percentage of Students Represented who are SED/LI: 20% Percentage of Students Represented who are FY: 1% Percentage of Students Represented who are SWD: 10%	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Communication and Coordination of Critical Metrics with Educational Partners via Aeries SIS	The District provides Aeries SIS to maintain comprehensive records for each student, including personal information, academic history, attendance records, standardized test scores, disciplinary actions, and special accommodations or needs. This centralized database ensures accuracy and accessibility of student data for administrative staff, teachers, and counselors. The SIS bridges the gaps between home and school communication to provide parents and guardians with critical student achievement data as well as current attendance status. All educational partners have incorporated the SIS more into their daily lives than ever before to serve all students. The effectiveness of this action will be measured through its impact on the following metrics: M1.4, M1.5, M1.12, and M1.24.	$97,979.00	No
4.2	District Tools for Bi-Directional Communication Between District and Educational Partners	The District will provide the digital tools necessary to support and enhance communication between the sites, students, and their educational partner communities, ensuring these tools meet the needs of EL, SED/LI, and FY students. These platforms ensure that students and parents/guardians are notified of academic performance and events occurring on campus in their home language. They also provide effective pathways for partners to communicate directly with their students' teachers and site support staff without language barriers or the need for translators for day-to-day communication. Additionally, the District provides personnel to manage the sharing of information between the respective communication platforms to ensure consistent and transparent lines of communication. The effectiveness of this action will be measured through its impact on the following metrics: M4.1 and M4.2.	$226,644.00	Yes
4.3	Expanding Communication with Educational Partners	The District provides EL parents and guardians with access to a variety of translation services, allowing parents to be more involved and engaged in their students' education.	$244,505.00	Yes

Action #	Title	Description	Total Funds	Contributing
	Through Translation Services	Engaging parents in communication using a language they comprehend not only fosters greater involvement but also cultivates active engagement in their child's education through increased parental involvement. The effectiveness of this action will be measured through its impact on the following metrics: M4.2 and M4.4.		
4.4	Family and Community Engagement Team	The Director of Community Relations oversees a District Family and Community Engagement (FACE) Team principally comprised of staff, both certificated and classified, and parents who serve as liaisons between the school sites and the District on how to most effectively engage with the educational partners on each site. Members participate in county and national training to strengthen the relationships between the families and staff, along with collecting street data for building community schools, specifically targeting underrepresented families of EL, SED/LI and FY students' support systems. The District FACE Team has created a culture survey that uses an assets-based approach, partnering with families in their students' learning experiences. A District Family & Community Engagement Summit will include a community resource fair, wellness workshops, and other opportunities to help increase communication among all educational partners and help marginalized and underrepresented communities connect with the district and its site schools. By building capacity, demonstrating leadership, allocating resources, monitoring progress, and ensuring access and equity, the FACE Team will foster strong school-community relations across the District. The effectiveness of this action will be measured through its impact on the following metrics: M1.24, M4.2, M4.3, and M4.5.	$199,184.00	Yes
4.5	Professional Development and Family Workshops: Parent and Community Opportunities for Targeted	The Director of Community Relations works collectively with key staff and educational partners to provide professional trainings in cultural proficiency, equity partnerships, and building community schools. The Director also works with key staff in providing family and community engagement opportunities to help build the capacity of families in leadership development, adult education, and supporting student achievement particularly as they relate to supporting the families/guardians	$164,650.00	Yes

Action #	Title	Description	Total Funds	Contributing
	Engagement and Collaborative Support	of EL, SED/LI, and FY students. Workshops center in the areas of instructional technology, SEL, nutrition, health education, the US education system, and college and career readiness guidance. Ongoing workshops and professional development of staff in meaningful engagement opportunities and family workshops will help promote this dual capacity for active family and community engagement which drives student achievement and academic success. The District provides parents with a variety of opportunities for targeted engagement and collaborative support. Providing access to valuable information, parents are empowered with the resources and knowledge necessary to actively contribute to their children's academic success, fostering increased participation and enhancing their ability to provide meaningful support. The effectiveness of this action will be measured through its impact on the following metrics: M1.12, M1.24, M4.2, and M4.5.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	CJUHSD will provide fiscal solvency and transparency for all educational partners.	Maintenance of Progress Goal

State Priorities addressed by this goal.

Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Goal 5 targets the personnel and resources necessary to ensure the District maintains its fiscal solvency and complies with all legal mandates to ensure ethical and transparent expenditures.

Ensuring fiscal solvency is crucial for the district's long-term stability and ability to deliver quality education. It enables the district to maintain essential services, support staff, invest in educational resources, and respond effectively to changing needs and challenges. Transparency in financial matters fosters accountability and trust among educational partners, including parents, staff, students, and the broader community. Open communication about budget allocations, expenditures, and financial decisions allows educational partners to understand how funds are utilized and ensures responsible stewardship of public resources. Demonstrating fiscal responsibility and transparency builds confidence and credibility within the community. When educational partners perceive the district as financially sound and accountable, they are more likely to support funding initiatives, bond measures, and other efforts that benefit students and enhance educational opportunities.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	Audit Determinations and Certification of Interim Financial Reports Number of Unmodified Opinions in Audits Number of Positive Certifications of Interim Financial Reports Source: Internal Review of Audit Reports	In 2023-2024, CJUHSD had an unmodified opinion in the audit of its funds and county affirmed positive certifications of interim financial reports.			In 2026-2027, CJUHSD will have an unmodified opinion in the audit of its funds and county affirmed positive certifications of interim financial reports.	

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

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
5.1	Fiscal Oversight Staff	The Assistant Superintendent of Business Services will work collaboratively with the personnel department support staff to ensure fiscal solvency and effective fiscal planning to support student programs and services essential to improving student achievement. Fiscal oversight staff and personnel staff will attend professional workshops and conferences on current budget issues and topics. The effectiveness of this action will be measured through its impact on the following metric: M5.1.	$690,874.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
6	The district will improve academic achievement and career readiness at VVHS and CDS, foster a positive school climate, promote student engagement, and facilitate outcomes related to a broad course of study for all students by June of 2025, specifically by decreasing the suspension rate for SED, Hispanic, SWD, and AA students, improving academic achievement in ELA and math for SED and Hispanic student groups, improving graduation rates for EL, Homeless, SED, and Hispanic student groups, and improving career readiness for EL, homeless, SED, and Hispanic student groups at VVHS and CDS.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
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 6, outlining continued implementation of trauma-informed practices and targeted interventions, aims to address disparities and ensure equitable access to educational opportunities for every student, regardless of their background or circumstances.

This goal was developed in response to VVHS and CCDS qualifying as equity multiplier schools due the non-stability rate being greater than 25% (78.72% CDS and 65.24% VVHS) and the SED/LI rate being greater than 75% (89.36% CDS and 90.63% VVHS).

The District conducted a needs assessment to determine areas of need, with local and state-wide data indicating disparities in academic achievement, school climate, graduation rates, and college and career readiness at VVHS and CCDS.

- Academic Achievement: The red ratings on the California Dashboard for ELA and Math CAASPP scores at VVHS signal a need to address gaps in academic performance across all student populations.
- School Climate: High suspension rates at VVHS and CCDS, particularly among Hispanic students, students with disabilities, and African American students, indicate potential issues with school climate and disciplinary practices and necessitate implementing strategies to foster a positive and inclusive learning environment.

- Graduation Rate: The red rating for graduation rates at VVHS highlights a critical need to support students in successfully completing their high school education. Addressing this aspect is essential for ensuring that all students have equitable opportunities to graduate and pursue their post-secondary goals.
- College and Career Readiness: VVHS's low rating on the College & Career Indicator for various student groups further emphasizes the need to improve outcomes related to post-secondary readiness. By addressing these disparities, the goal aims to ensure that students are adequately prepared for future academic and career pursuits.
- By focusing on enhancing academic achievement, fostering a positive school climate, improving graduation rates, and promoting college and career readiness, this goal aims to create a more equitable and supportive educational environment for all students at VVHS and CCDS.

This direction is reflected in the desires expressed in the feedback from educational partners surveyed from VVHS and CCDS. Educational partners provided key recommendations to guide the Equity Multiplier Funds initiative at both schools, emphasizing the importance of fostering a positive school climate, improving graduation rates, and promoting college and career readiness, especially for students in the red on the Dashboard. They stressed the need for ongoing, high-quality professional development for teachers and staff to effectively address students' diverse needs. Building strong partnerships with families and the wider community through regular engagement was also highlighted. Additionally, they recommended increasing access to resources that prepare students for future success and offering targeted academic support to ensure all students reach their full potential. These community-driven recommendations were instrumental in shaping the programs and services at Valley View High School and Community Day School, ensuring they met the needs of all students and fostered an environment of equity and excellence.

This comprehensive approach, supported by the continued implementation of trauma-informed practices and targeted interventions, aims to address disparities and ensure equitable access to educational opportunities for every student, regardless of their background or circumstances.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
6.1	California Assessment of Student Performance and Progress (CAASPP) - ELA: Dashboard Color Indicator by Student Group, coupled with Difference from Standards	In 2022-23, VVHS ELA scores on CAASPP: • All students: -245.4 DFS, RED • SED/LI: -230.2 DFS, RED • HI students: -227.5 DFS, RED			In 2025-2026, VVHS ELA scores on CAASPP: • All students: -195 DFS • SED/LI: -190 DFS	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: CA School Dashboard				• HI students: -187 DFS	
6.2	California Assessment of Student Performance and Progress (CAASPP) - Math: California Assessment of Student Performance and Progress (CAASPP) - Math: Dashboard Color Indicator by Student Group, coupled with Difference from Standards Source: CA School Dashboard	In 2022-23, VVHS Math scores on CAASPP: • All students: -278 DFS, RED • SED/LI: -273.3 DFS, RED • HI students: -269.9 DFS, RED			In 2025-2026: • All students: -228 DFS • SED/LI: -233.3 DFS • HI students: -229.9 DFS	
6.3	Graduation Rate: Percentage of students, by group, who Graduate Within Four Years, coupled with Dashboard Color Level Source: CA Dashboard	In 2022-23, VVHS Graduation Rates: • All students: 60.9%, RED • EL: 60.5%, RED • HY: 50.9%, RED • SED/LI: 60.5%, RED • HI students: 60.5%, RED			In 2025-2026, VVHS Graduation Rates: • All students: 65.9% • EL: 65.5% • HY: 55.9% • SED/LI: 65.5% • HI students: 65.5%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
6.4	Senior Transition Survey Percentage of Students who disagree/strongly disagree with the following statements: • "I am involved in my school community. • "I can create professional documents including speadsheets, charts, and graphs." • "I can store and preserve files." • "I know how to apply to a training or degree program." • "I have built a professional network." • "I have read about my culture, identity, and community in my classrooms." • "What I read in class speaks to my values and/or interests."	2023-2024: • 35.5% Disagree or Strongly Disagree - I am involved in my school community. • 42.2% Disagree or Strongly Disagree - I can create professional documents including speadsheets, charts, and graphs. • 24.4% Disagree or Strongly Disagree - I can store and preserve files. • 41.1% Disagree or Strongly Disagree - I know how to apply to a training or degree program. • 47.8% Disagree or Strongly			2026-27: • 35% Disagree or Strongly Disagree - I am involved in my school community. • 39% Disagree or Strongly Disagree - I can create professional documents including speadsheets, charts, and graphs. • 21.4% Disagree or Strongly Disagree - I can store and	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: Annual Student Survey Administered to Exiting Seniors	Disagree - I have built a professional network. • 18.2% Disagree or Strongly Disagree - I have read about my culture, identity, and community in my classrooms. • 21.6% Disagree or Strongly Disagree - What I read in class speaks to my values and/or interests.			preserve files. • 38.1% Disagree or Strongly Disagree - I know how to apply to a training or degree program. • 44.8% Disagree or Strongly Disagree - I have built a professional network. • 15.2% Disagree or Strongly Disagree - I have read about my culture, identity, and community in my	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					classrooms. • 18.6% Disagree or Strongly Disagree - What I read in class speaks to my values and/or interests.	
6.5	Suspension Rate: Percentage of students, by group, who are Suspended, coupled with Dashboard Color Level and Change from Prior Year Source: CA Dashboard	2022-2023: VVHS Suspension Rates: • All students: 11%, RED • SED/LI: 11.4%, RED • SWD: 19.7%, RED • AA students: 13.8%, RED • HI students: 11.1%, RED CCDS Suspension Rates: • All students: 38.3%, RED • SED/LI: 39.1%, RED • HI students: 41.7%, RED			2025-2026: VVHS Suspension Rates: • All students: 8% • SED/LI: 7.2% • SWD: 15% • AA students: 10% • HI students: 8% CCDS: • All students: 35.3%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					• SED/LI: 30.1%, RED • HI students: 35.7%, RED	
6.6	College and Career Indicator: Percentage of students, by group, who are Prepared on the College and Career Indicator, coupled with Dashboard Indicator Level Source: CA Dashboard	2022-2023: VVHS College/Career Indicator: • All students: 2.1%, LOW • EL: 2.9%, LOW • HY: 0%, LOW • SED/LI: 2.1%, LOW • HI students: 1.6%, LOW			2025-2026: VVHS College/Career Indicator: • All students: 3% • EL: 3.7% • HY: 1.5% • SED/LI: 3.5% • HI students: 3%	
6.7	Student Feedback for VVHS Percentage of Students who disagree/strongly disagree with the following statements: • "My School Fosters an appreciation of student diversity" • "Students at my school treat	2023-2024: VVHS School Climate Survey • 12.4% Disagree or Strongly Disagree - My School Fosters an appreciation of student diversity • 17.5% Disagree or			2026-2027: VVHS School Climate Survey • 9.4% Disagree or Strongly Disagree - My School Fosters an appreciation of	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	each other with respect" • "My school preppares students for state standardized testing (CAASPP, CAST, and ELPAC) • "My school provides pathways for A-G completion (UC and CSU entrance requirements) for all students." • "My school provides career events, such as Career Fairs." Source: Annual Locally Administered Climate Survey	Strongly Disagree - Students at my school treat each other with respect • 16.5% Disagree or Strongly Disagree - My school preppares students for state standardized testing (CAASPP, CAST, and ELPAC) • 12.5% Disagree or Strongly Disagree - My school provides pathways for A-G completion (UC and CSU entrance requirements) for all students. • 10.3% Disagree or Strongly Disagree - My			student diversity • 14.5% Disagree or Strongly Disagree - Students at my school treat each other with respect • 13.5% Disagree or Strongly Disagree - My school preppares students for state standardized testing (CAASPP, CAST, and ELPAC) • 9.5% Disagree or Strongly Disagree - My	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		school provides career events, such as Career Fairs.			school provides pathways for A-G completion (UC and CSU entrance requirements) for all students. • 7.3% Disagree or Strongly Disagree - My school provides career events, such as Career Fairs.	

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
6.1	Provide High-Quality Professional Development	The District will facilitate the provision of ongoing, high-quality professional development opportunities for teachers, specifically targeting evidence-based instructional strategies, culturally responsive teaching practices, and trauma-informed approaches. To achieve these outcomes, the District will allocate resources for pull-out days, substitutes, and paid hours to enable certificated and classified staff to participate fully in professional development activities. This investment in teacher capacity building is essential to creating a supportive learning environment conducive to student well-being and academic success. This initiative aims to support all students, with a particular focus on SED/LI, HI students, and ELs, as evidenced by the following outcomes on the following metrics: M6.1, M6.2, M6.3, and M6.4.	$63,909.00	No
6.2	Strengthen Family and Community Partnerships	The District will proactively engage families and community educational partners as active collaborators in the educational process, fostering strong relationships between home and school to bolster student success. This action will entail the following areas of support services: • Resource Provision and Workshops: The District will provide resources, workshops, and informational sessions aimed at equipping families with the tools and knowledge necessary to support their children's academic journey effectively. • Opportunities for Collaboration: Schools will facilitate regular opportunities for collaboration between families, community partners, and school staff to collectively address the needs and challenges faced by students. This collaboration may include joint	$154,222.00	No

Action #	Title	Description	Total Funds	Contributing
		planning sessions, advisory committees, and parent-teacher conferences. • Enhanced Support Services: Additional staffing and outside contracted services will be deployed to ensure the availability of comprehensive support services for families and students, addressing various socio-economic, cultural, and linguistic needs. Through these concerted efforts, the district aims to create a supportive ecosystem where all stakeholders work together to ensure the holistic development and academic success of every student, as evidenced by improvements in outcomes on the following metrics: M6.3, M6.5, M6.6, and M6.7.		
6.3	Expand Access to College and Career Readiness Resources	The District will implement a comprehensive initiative to expand access to college and career readiness resources and support services for all students. This action will entail the following areas of support services: • Resource Provision and Support Services: The District will provide comprehensive college and career readiness resources and support services to all students, including career exploration activities, college counseling, financial aid assistance, and access to Career Technical Education (CTE) Pathways and dual enrollment courses. • Development and Staffing of New CTE Pathway: The District will develop and staff a new CTE pathway to provide students with hands-on learning experiences aligned with industry standards and workforce demands. This pathway will offer students the opportunity to explore various career options and develop the skills necessary for success in their chosen field. • Additional Staffing for Dual Enrollment Courses: The District will allocate additional staffing to support students participating in dual enrollment courses, ensuring they receive the necessary guidance and academic support to succeed in college-level coursework while still in high school. This action will be measured by outcomes in the following metrics: M6.3,	$107,000.00	No

Action #	Title	Description	Total Funds	Contributing
		M6.6, and M6.7.		
6.4	Foster a Positive School Climate	The District will launch a comprehensive effort to foster a positive school climate, aiming to create a culture that values diversity, inclusion, and respect for all students. This action will entail the following areas of support services: • Establishment and Staffing of a Dedicated Wellness Center Space: The District will establish a dedicated Wellness Center space on campus, staffed by trained professionals, to provide students with resources and support for their mental health and well-being. • Support for Leadership Class: The District will provide staffing and materials support for the Leadership class, empowering student leaders to spearhead initiatives that promote positive relationships, student engagement, and a sense of belonging for all students. • Nutrition Support: The District will provide nutrition support to students to promote regulation and well-being, ensuring access to healthy meals and snacks throughout the school day. • Addition of Laundry Services on Campus: The District will introduce laundry services on campus to address the needs of students who may lack access to clean clothing, thereby promoting dignity and reducing barriers to attendance and engagement. • Staffing to Support Student Mental Health Needs: Additional staffing will be allocated to support student mental health needs, providing counseling services, crisis intervention, and referrals to community resources as needed. • Support Staff to Connect Students to Community Resources: The District will hire support staff dedicated to connecting students with community resources, including mental health services, housing assistance, and other forms of support outside of the school setting. This action will be measured by outcomes in the following metrics: M6.3,	$234,663.00	No

Action #	Title	Description	Total Funds	Contributing
		M6.5, and M6.7.		
6.5	Provide Targeted Academic Support	The District will implement targeted intervention programs and academic support services to address the academic challenges faced by students, particularly in ELA and Math. This action will entail the following areas of support services: • Offering Targeted Intervention Programs: The District will provide targeted intervention programs focused on ELA and Math to students who are struggling academically. These programs will include tutoring, small group instruction, and extended learning opportunities designed to address specific learning gaps and promote academic growth. • Allocation of Staffing and Additional Resources: The District will allocate staffing and additional resources to support the implementation of targeted intervention programs. This may include hiring additional teachers, instructional aides, and tutors to provide personalized support to students in need. • Tailored Support for Specific Demographics: The District will ensure that targeted academic support services are accessible to all students, with a particular focus on supporting SED/LI, EL, HY, SWD, AA, and HI students who may face additional barriers to academic success. This action will be measured by outcomes in the following metrics: M6.1, M6.2, M6.3, M6.5, and M6.6.	$126,191.00	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$$53,830,291.00	$$4,255,092.00

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
19.925%	0.000%	$0.00	19.925%

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:** Expand AVID Courses and Strategies to Support Academic Achievement **Need:** There are disparities in outcomes for ELs, SED/LI, and FY students groups in the following areas, as demonstrated by their performance on the California School Dashboard when compared to the “all” student groups:	AVID provides academic support to students, especially those who are traditionally underrepresented in higher education. Through tutorials, students receive assistance with challenging coursework, develop study skills, and receive guidance in critical thinking and problem-solving. Additionally, AVID equips students with essential life skills such as time management, organization, communication, and leadership. These skills are crucial for success not only in academics but also in various aspects of life	M1.7, M1.8, M1.9, M1.10, M1.11, M1.12, M1.17, M1.18, and M1.30

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	CAASPP ELA: All students (44 points above standard), EL (78.6 below standard,), FY (83.5 below standard), SED (26.5 above standard) CAASPP Math: All students (59.1 points below standard) EL (152.1 below standard), FY (193.1 below standard), SED (78.7 below standard) Additionally, educational partner feedback indicated a desire to see increased academic supports embedded within the school day to support students' academic progress. AVID is an academic support. **Scope:** LEA-wide	beyond high school. Further, AVID emphasizes critical thinking and problem-solving skills. Students engage in discussions, debates, and inquiry-based learning activities that challenge them to think critically, analyze information, and develop innovative solutions to complex problems. AVID fosters a supportive learning environment where students feel encouraged and motivated to succeed. This can positively impact graduation rates by reducing dropout rates. AVID offers personalized support to students through tutorials, where they receive academic assistance from trained tutors. This one-on-one or small-group support can help struggling students catch up academically and stay on track toward graduation. AVID incorporates culturally relevant curriculum and teaching practices that resonate with students from diverse backgrounds. By making education more engaging and relatable, AVID can increase student engagement and reduce dropout rates. AVID accountability systems allow for a close monitoring of student progress and performance, allowing educators to identify students who may be at risk of not graduating on time. By intervening early and providing targeted support, the school can provide necessary intervention and support to best serve its students. The District will monitor enrollment and partner with sites to strategically increase access for identified students. This action will be offered LEA-wide in order to specifically address disparities in outcomes and to address inequities in outcomes and access to supports for all student groups, specifically those groups in the red on the metrics used to measure the effectiveness of this action.	

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:** Increase Honors and AP (H/AP) Access for Underrepresented Student Groups **Need:** There are disparities in enrollment for UPP students when the District analyzed enrollment data. The District aims to ensure that all academically advanced students have access to and support for rigorous coursework, including students underrepresented in the enrollment of honors and AP courses across the District: • Disparities in Enrollment: EL 2.2% (8.5% of overall enrollment) SED/LI 58.3% (65.6% of overall enrollment) FY 0.2% (0.5% of overall enrollment) HY 3.0% (4% of overall enrollment) Additionally, educational partner feedback indicated a desire to see the District provide students with equitable opportunities for enrollment in and success in honors/AP courses. **Scope:** LEA-wide	It is essential to actively target underrepresented unduplicated pupil populations for honors and AP courses to address disparities in representation. This requires intentional analysis of student data to identify prospective EL, SED/LI, and FY students who would benefit from access to honors and AP courses, thereby ensuring equitable access to advanced coursework, the closing of achievement opportunities, the diversification of perspectives, and preparation of previously unidentified students for the challenges of higher education. This commitment to equity and inclusion ensures that every student has the support and opportunities needed to succeed academically and thrive in their future endeavors. This action will be offered LEA-wide in order to specifically address inequities in enrollment and access to supports for all student groups with disparities in enrollment: Black/Af Amer. Students 6.5% (8.4% of overall enrollment), Hispanic Students 56% (64.6% of overall enrollment).	M1.3, M1.23, M1.26, and M1.30
1.3	**Action:** Provide Access for Assessments for College Readiness **Need:**	By addressing financial limitations, transportation issues, and lack of awareness, this action mitigates barriers that might prevent students from taking the PSAT and SAT.	M1.12

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
	EL, FY, and SED/LI students encounter barriers that prevent them from taking the PSAT and SAT, including financial barriers, logistical barriers, and/or lack of awareness about the importance of these exams. Educational partner feedback indicated a desire to see barriers removed that would otherwise inhibit access or opportunity for participation. **Scope:** LEA-wide	This action will be offered LEA-wide in order to specifically address disparities in outcomes and to address inequities in outcomes and access to supports for all student groups, specifically those remaining student groups in the red on the metric used to measure the effectiveness of this action.	
1.5	**Action:** Provide Instructional Technology, Software, and Device Supports for Students to Promote College and Career Readiness **Need:** Research by the Pew Research Center highlights that low-income households, including many EL and SED students, are less likely to have access to high-speed internet and digital devices at home, creating barriers to their access to technology, impeding their capacity to access all learning platforms adopted by the District for instructional use, to access to industry-aligned equipment for specific CTE pathways, and to standardized learning tools to support a rigorous educational framework. Addressing these gaps by equipping students with the necessary technology and support is	Providing students with a standardized student device with access to instructional technology during their education journey will enhance their overall learning opportunities, preparing them for the future, expanding the curriculum, facilitating personalized learning, promoting equity, and fostering the development of essential skills by ensuring that students have equitable access to the technology and supports needed. This action will be offered LEA-wide in order to specifically address disparities in outcomes and to address inequities in outcomes and access to supports for all student groups, specifically those remaining student groups in the red on the metrics used to measure the effectiveness of this action.	M1.2, M1.7, M1.8, M1.9, and M1.10

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 and ensures equitable access to educational resources, enhances learning outcomes, and prepares them for future academic and career success. Additionally, educational partner feedback indicated a desire for technological equity to ensure that no student was denied access to technology through a lack of financial or personal capacity to furnish such devices and access. **Scope:** LEA-wide		
1.6	**Action:** Higher Education Access through Campus Visits, Tours, Fairs, and Events **Need:** There are disparities in outcomes for ELs, SED/LI, and FY students groups in the following areas, as demonstrated by their performance on the California School Dashboard when compared to the “all” student groups: • College and Career Indicator: All - Medium 48.6% EL - Low 18.2%, SED/LI - Medium 42.4%, FY - Low 25% Additionally, educational partner feedback indicated a desire to see students exposed to	Research supports the positive impact on student achievement when students are provided early and ongoing exposure to higher education experiences, as well as college and career opportunities. These intentional efforts to inspire and empower our students with a continued commitment of support to close achievement gap disparities between these targeted student groups and their peers can increase their College and Career Readiness rate measured by the College and Career indicator. The District will strategically target highlighted groups' attendance through student and educational partner outreach to increase participation at these events. The District will then monitor attendance and participation to ensure the student groups are participating, followed by an analysis to see if participation increases student achievement in the College and Career Indicator.	M1.12

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
	opportunities that would increase their college-going confidence. **Scope:** LEA-wide	This action will be offered LEA-wide in order to specifically address disparities in outcomes and to address inequities in outcomes and access to supports for all student groups, specifically those remaining student groups in the red on the metrics used to measure the effectiveness of this action.	
1.7	**Action:** Promoting College Readiness and Access through Partnerships, Personnel, and CCAP/Dual Enrollment Support **Need:** There are disparities in outcomes for ELs, SED/LI, and FY students groups in the following areas, as demonstrated by their performance on the California School Dashboard when compared to the "all" student groups: • College and Career Indicator: All - Medium 48.6% EL - Low 18.2%, SED/LI - Medium 42.4%, FY - Low 25% Additionally, educational partner feedback indicated a desire to see students exposed to opportunities that would increase their college-going confidence. **Scope:** LEA-wide	Understanding the impact on student achievement at the high school level and beyond when students successfully complete a dual enrollment/college credit course, we strive to increase equitable student access to these courses by building systems, pathways, and structures in partnership with our local community college to bring dual enrollment courses to District campuses during the school day and educating our educational partners on the benefits this can provide students post high school, such as progress towards career certification and college degree completion. Intentional efforts focused on ensuring these targeted student groups are provided access to these opportunities with built in support will better prepare students to be college and career ready measured by the College and Career indicator. This action will be offered LEA-wide in order to specifically address disparities in outcomes and to address inequities in outcomes and access to supports for all student groups, specifically those remaining student groups in the red on the metrics used to measure the effectiveness of this action.	M1.1, M1.6, M1.12, and M1.13

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
1.8	**Action:** Expand CTE Programs and Access **Need:** There are disparities in outcomes for ELs, SED/LI, and FY students groups in the following areas, as demonstrated by their performance on the California School Dashboard when compared to the “all” student groups: • College and Career Indicator: All - Medium 48.6% EL - Low 18.2%, SED/LI - Medium 42.4%, FY - Low 25% Additionally, educational partner feedback indicated a need to ensure that students are supported in CTE Pathway Completion and that they have met their A-G. **Scope:** LEA-wide	Research shows that providing comprehensive CTE course offerings and expanding pathways expands students' capacity to engage in meaningful learning that has direct implications for their post-secondary training. The District will continue to monitor enrollment and intentionally target ELs, SED/LI, and FY students groups through outreach efforts across campuses for potential candidates and interest in CTE course pathways. The District will then monitor student success rate to ensure targeted student populations see an increase in access. Increasing access will require additional sections and staffing to ensure students' capacity to participate. This action will be offered LEA-wide in order to specifically address disparities in outcomes and to address inequities in outcomes and access to supports for all student groups, specifically those remaining student groups in the red on the metrics used to measure the effectiveness of this action.	M1.12, M1.14, and M1.15
1.9	**Action:** Provide Career Exploration and Experiences **Need:** There are disparities in outcomes for ELs, SED/LI, and FY students groups in the following areas, as demonstrated by their performance on the California School Dashboard when compared to the “all” student groups:	To ensure SED/LI, EL, SWD, and FY students are meeting career exploration goals, industry skills, and career readiness, this action will focus on increasing the number of students who gain exposure to career exploration opportunities by monitoring enrollment, attendance participation and providing targeted outreach and communication, which will ultimately contribute to improved College and Career Indicator scores.	M1.12 and M1.29

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
	• College and Career Indicator: All - Medium 48.6% EL - Low 18.2%, SED/LI - Medium 42.4%, FY - Low 25% Additionally, educational partner feedback indicated a strong desire to see students provided with opportunities to explore careers and increase their post-secondary readiness. **Scope:** LEA-wide	This action will be offered LEA-wide in order to specifically address disparities in outcomes and to address inequities in outcomes and access to supports for all student groups, specifically those remaining student groups in the red on the metrics used to measure the effectiveness of this action.	
1.14	**Action:** Achievement Monitoring and Targeted Support **Need:** There are disparities in outcomes for ELs, SED/LI, and FY students groups in the following areas, as demonstrated by their performance on the California School Dashboard when compared to the “all” student groups: • Graduation Rate: All (89.5%), FY (68.5%), HY (79.1%, VVHS 59.7), SED/LI (DO 87.9%, VVHS 60.5%), EL (DO 67.6%, CHS 56.5%, MHS 67%, OHS 65.6%, VVHS 60.5) Additionally, educational partner feedback indicated that there is a need to ensure that	This action addresses inequities by providing targeted support, monitoring progress closely, engaging families, implementing tailored interventions, and using data to improve outcomes for EL, FY, and SED/LI students. This action will be offered LEA-wide in order to specifically address disparities in outcomes and to address inequities in outcomes and access to supports for all student groups, specifically those remaining student groups in the red on the metrics used to measure the effectiveness of this action.	M1.1, M1.14, M1.22, M1.23, and M1.24

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
	they are supported in the A-G rate, FAFSA Completion Rate, Freshmen On-Track to Graduate, and as CTE Pathway Completers. **Scope:** LEA-wide		
1.15	**Action:** Targeted Support and Interventions to Remediate Credit and Learning Loss **Need:** There are disparities in outcomes for ELs, SED/LI, and FY students groups in the following areas, as demonstrated by their performance on the California School Dashboard when compared to the "all" student groups: • Graduation Rate: All (89.5%), FY (68.5%), HY (79.1%, VVHS 59.7), SED/LI (DO 87.9%, VVHS 60.5%), EL (DO 67.6%, CHS 56.5%, MHS 67%, OHS 65.6%, VVHS 60.5) Additionally, educational partner feedback indicated there is a need to ensure that they are supported in the A-G Completion rate. **Scope:** LEA-wide	The action targets students from the identified student groups by offering credit recovery, grade remediation, and various support programs to EL, SED/LI, and FY students who have experienced credit loss or deficiencies. This aims to level the playing field, improve their academic performance, and ultimately reduce the disparity in graduation rates between different student groups. This action will be offered LEA-wide in order to specifically address disparities in outcomes and to address inequities in outcomes and access to supports for all student groups, specifically those remaining student groups in the red on the metrics used to measure the effectiveness of this action.	M1.1 and M1.24

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
1.16	**Action:** Monitoring and Expanding Access to Instructional Materials **Need:** The action to monitor and expand access to instructional materials is principally directed to EL, Foster, and SED students due to their unique academic challenges and disparities. There are disparities in outcomes for ELs, SED/LI, and FY students groups in the following areas, as demonstrated by their performance on the California School Dashboard when compared to the “all” student groups: CAASPP ELA: All students (44 points above standard), EL (78.6 below standard,), FY (83.5 below standard), SED (26.5 above standard) CAASPP Math: All students (59.1 points below standard) EL (152.1 below standard), FY (193.1 below standard), SED (78.7 below standard). Ensuring these groups have expanded access to culturally-relevant and sustaining instructional materials will address these disparities and provide the foundation needed for their academic success. Educational partner feedback indicated a desire to see a more diverse and representative curriculum provided to students	Research demonstrates that students are more likely to feel seen, valued, and connected to their academic pursuits when they see reflections of themselves in the literature and curriculum they study. School climate data indicates that a higher percentage of diverse students do not see themselves represented in the curriculum across their courses of study. This action represents an increased service specifically designed to benefit unduplicated pupil populations—such as English learners, low-income students, foster youth, and students from diverse racial and ethnic backgrounds—by integrating diverse and inclusive supplemental learning materials into the curriculum across all grade levels and subjects. This enhanced service goes beyond the standard curriculum by intentionally incorporating culturally relevant texts, perspectives, and resources that align with the lived experiences of these students. By doing so, the District aims to create a more equitable and engaging learning environment that not only increases student engagement and academic performance but also addresses the unique needs of these populations. This targeted approach is crucial in helping to close disparities in outcomes, build a stronger sense of identity and belonging, and promote a positive school climate, ensuring that these students receive the additional support they need to thrive academically and socially. This action will be offered LEA-wide in order to specifically address disparities in outcomes and to address inequities in outcomes and access to supports for all student groups.	M1.2, M1.7 and M1.16

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
	in addition to the core content to increase representation across authorship, reflecting the varieties of experiences and backgrounds of the targeted student groups. **Scope:** LEA-wide		
1.17	**Action:** School Library Services and Access **Need:** There are disparities in outcomes for ELs, SED/LI, and FY students groups in the following areas, as demonstrated by their performance on the California School Dashboard when compared to the “all” student groups: CAASPP ELA: All students (44 points above standard), EL (78.6 below standard,), FY (83.5 below standard), SED (26.5 above standard) CAASPP Math: All students (59.1 points below standard) EL (152.1 below standard), FY (193.1 below standard), SED (78.7 below standard). Educational partner feedback indicated a desire to see access to time and resources from the library as part of students' needs for academic success.	This action targets specific student groups that are more likely to struggle on the CAASPP in ELA and Math. By providing dedicated library staff and resources, the District aims to equip them with the necessary skills and knowledge to succeed on the test and ultimately reduce the disparities in outcomes on the CAASPP in ELA and Math. Credentialed teacher librarians offer support, resources, and tools to bridge achievement gaps, develop agency, and strengthen the learning culture. They serve as experts in research and inquiry, media literacy, information literacy, and digital literacy skills. Most importantly, they connect students and staff to needed resources for supporting academic and social emotional development. This action will be offered LEA-wide in order to specifically address disparities in outcomes and to address inequities in outcomes and access to supports for all student groups, specifically those remaining student groups in the red on the metrics used to measure the effectiveness of this action.	M1.2, M1.7, M1.8, M1.9, and M1.10

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		
1.21	**Action:** Fostering School Connectedness for EL, SED/LI, and FY Students **Need:** There are disparities in outcomes for ELs, SED/LI, and FY students groups in the following areas, as demonstrated by their performance on the California School Dashboard when compared to the “all” student groups: • Graduation Rate: All (89.5%), FY (68.5%), HY (DO 79.1%, VVHS 59.7%), SED/LI (87.9%, VVHS 60.5%), EL (DO 67.6%, CHS 56.5%, MHS 67%, OHS 65.6%, VVHS 60.5) Additionally, educational partner feedback indicated a strong desire to see students provided targeted opportunities for increasing their connectedness to the school community. **Scope:** LEA-wide	Research shows that by improving students' connection to school, students will have an increased desire to attend school and thus improve their academic performance. By addressing these factors, the program aims to improve their academic performance and increase their chances of graduating on time, thereby reducing the disparity in graduation rates. The District will monitor participation in events and provide targeted outreach to support an increase in student participation and parent/guardian awareness of access. This action will be offered LEA-wide in order to specifically address disparities in outcomes and to address inequities in outcomes and access to supports for all student groups, specifically those remaining student groups in the red on the metrics used to measure the effectiveness of this action.	M1.4, M1.5, M1.24, and M1.28
2.5	**Action:** Targeted Professional Learning for Peer Mentors	In order to address the needs of EL, SED/LI, and FY students, Peer Mentors need to be trained on a variety of instructional supports to help students be	M1.19, M1.20, M1.21, and M1.23

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
	Need: The District has a need to improve the reclassification rate for ELs and LTELs: In 2023-24, the District reclassified 14.4% of its overall ELs. 18.5% of LTELs were reclassified during the 2023-24 school year. • Additionally, in 2023-2024: All: 84.8% of all freshmen finished their 9th grade year with more than 45 credits (pre-summer school). EL: 66% SED/LI: 81% FY: 39% HY: 72% Additionally, educational partner feedback indicated a strong desire to see teachers and staff provided with the necessary professional learning required to provide targeted instructional supports. **Scope:** LEA-wide	successful, improve their proficiency, be reclassified, and graduate on time. By investing in the professional growth of mentors and emphasizing SEL across multiple schools, the District aims to create an environment where students can thrive academically, socially, and emotionally. This action will be offered LEA-wide in order to ensure all Peer Mentors have the skills and tools necessary to address the needs of EL, SED/LI, and FY students in their classes and to address inequities in outcomes and access to supports for all student groups.	
2.6	**Action:** College-Going Mindset, Readiness, Success, and Access to Professional Learning **Need:** There are disparities in outcomes for ELs, SED/LI, and FY students groups in the following areas, as demonstrated by their performance on the California School	By building capacity regarding the benefits of dual enrollment courses and pathways, the District can strive to more effectively increase student achievement through equitable access to dual enrollment programs by increasing course offerings with built-in support on campuses during the school day and better prepare students to be college and career ready as measured by the College and Career indicator.	M1.12

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	Dashboard when compared to the “all” student groups: • College and Career Indicator: All - Medium 48.6% EL - Low 18.2%, SED/LI - Medium 42.4%, FY - Low 25% Additionally, educational partner feedback indicated a strong desire to see students provided with opportunities to increase their college-going confidence. **Scope:** LEA-wide	This action will be offered LEA-wide in order to specifically address disparities in outcomes and to address inequities in outcomes and access to supports for all student groups, specifically those remaining student groups in the red on the metrics used to measure the effectiveness of this action.	
2.9	**Action:** Math Curriculum Implementation and Professional Learning **Need:** There are disparities in outcomes for ELs, SED/LI, and FY students groups in the following areas, as demonstrated by their performance on the California School Dashboard when compared to the “all” student groups: • CAASPP Math: All students (59.1 points below standard) EL (152.1 below standard), FY (193.1 below standard), SED (78.7 below standard). Educational partner feedback indicated a	This action is strategically designed to elevate academic achievement in mathematics through professional learning for staff focused on innovative instructional strategies and robust support systems, ensuring that all students have the opportunity to excel in accordance with the latest educational standards and practices. This action will be offered LEA-wide in order to specifically address disparities in outcomes and to address inequities in outcomes and access to supports for all student groups, specifically those remaining student groups in the red on the metrics used to measure the effectiveness of this action.	M1.9 and M1.10

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
	strong desire to see teachers provided with the necessary professional learning required to improve student learning in mathematics. **Scope:** LEA-wide		
2.11	**Action:** CTE Pathway Development **Need:** There are disparities in outcomes for ELs, SED/LI, and FY students groups in the following areas, as demonstrated by their performance on the California School Dashboard when compared to the “all” student groups: • College and Career Indicator: All - Medium 48.6% EL - Low 18.2%, SED/LI - Medium 42.4%, FY - Low 25% Additionally, educational partner feedback indicated a strong desire to see students provided with opportunities to explore careers and increase their post-secondary readiness. **Scope:** LEA-wide	CTE teachers will be included in certificated professional development to increase CTE completers and augment CTE completer rate for SWD, EL, SED/LI, and FY. The District will monitor enrollment and academic success in these courses and provide teachers with professional learning targeted to support SWD, EL, SED/LI, and FY students' success in these courses. This action will be offered LEA-wide in order to specifically address disparities in outcomes and to address inequities in outcomes and access to supports for all student groups, specifically those remaining student groups in the red on the metrics used to measure the effectiveness of this action.	M1.12 and M1.15
2.12	**Action:** Instructional Coaches	This multi-pronged approach aims to improve academic achievement and well-being for all students, with a particular focus on unduplicated	M1.7, M1.8, M1.9, M1.10, M1.11, and M2.6

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
	Need: There are disparities in outcomes for ELs, SED/LI, and FY students groups in the following areas, as demonstrated by their performance on the California School Dashboard when compared to the “all” student groups: CAASPP ELA: All students (44 points above standard), EL (78.6 below standard,), FY (83.5 below standard), SED (26.5 above standard) CAASPP Math: All students (59.1 points below standard) EL (152.1 below standard), FY (193.1 below standard), SED (78.7 below standard). Additionally, educational partner feedback indicated a strong desire to see teachers and staff provided with the necessary professional learning required to provide targeted instructional supports. **Scope:** LEA-wide	students who may need additional support. Teachers will receive targeted training in differentiated instruction and culturally responsive teaching methods to effectively cater to diverse learning styles, including those of EL and neuro-diverse students. Additionally, personalized coaching sessions will equip them with the skills to address learning loss and cultivate inclusive classrooms. To further support student success, initiatives promoting classroom community and social-emotional well-being will be implemented. Finally, the program emphasizes continuous adaptation by incorporating the latest educational research into instructional approaches, ensuring alignment with best practices and evolving needs. This action will be offered LEA-wide in order to specifically address disparities in outcomes and to address inequities in outcomes and access to supports for all student groups, specifically those remaining student groups in the red on the metrics used to measure the effectiveness of this action.	
3.2	**Action:** Home-to-School Transportation **Need:** There are disparities in the chronic absenteeism rate between EL, SED/LI, and FY students when compared to the “all” student	This action addresses transportation barriers that may prevent unduplicated students from attending school regularly. By providing home-to-school transportation specifically targeted at these students, the district ensures that they have a reliable means of getting to school, reducing the	M1.4 and M1.5

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
	groups. The District analyzed data to establish that EL, SED/LI, and FY students encounter obstacles to ensuring their consistent attendance, including barriers with transportation. Chronic Absenteeism Rate: 2022-2023 All - 25.5% of students were absent 10% or more days of the school year. EL - 33.5% SED/LI - 29.1% FY - 47.5% Educational partner feedback indicated a strong desire to see the District offer transportation to EL, SED/LI, and FY students as a means for ensuring that traveling to and from school did not prove to be an impediment to students' attendance. **Scope:** LEA-wide	likelihood of absences due to transportation-related issues. This action will be offered LEA-wide since EL, SED/LI, and FY students are on all campuses and across all regions and to address inequities in access to supports for all student groups, specifically those whose attendance rate is lower when compared to all students; however, transportation routes are prioritized by UPP population percentages.	
3.3	**Action:** Fostering Student Success Through Targeted Equity and Inclusion Programs and Engagement **Need:** There are disparities in outcomes for ELs, SED/LI, and FY student groups in the following areas, as demonstrated by the performance color on the California School Dashboard when compared to the “all” student groups: • Suspension Rate:	This action aims to address inequities in the District's suspension rate and school climate by ensuring equitable access to programs and services for SED/LI, FY, and EL student groups. Collaborative efforts with a Student Diversification Task Force and adherence to the Anti-Racist Equity Resolution promote inclusivity and positive school environments. Targeted leadership training enhances students' self-efficacy, contributing to a safer and more inclusive campus culture, ultimately reducing disciplinary incidents and addressing disparities in suspension rates.	M1.16, M2.9, and M3.4

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	All (6.4%) FY (19.3%), SED/LI (7.6%), EL (DO 10.3%, ALHS 9.7%, CHS 11.3%, EHS 7.4%, OHS 13.6%) HY (DO 10.3%, ALHS 10.9%, CHS 10.9%, CoHS 10.9%, LOHS 10.5%, OHS 10.5%, RCHS 13.6%), FY (ALHS 18.2%), SED/LI (VVHS 11.4%, CCDS 38.1%) Additionally, there educational partners express a strong need to ensure that students see themselves reflected in the curriculum, as evidenced by the Diversification of Curriculum Student Survey, and that they feel a sense of belonging in school, as evidenced by their responses to the climate survey question. **Scope:** LEA-wide	This action will be offered LEA-wide in order to specifically address disparities in outcomes for the remaining student groups and to address inequities in outcomes and access to supports for all student groups, specifically those remaining student groups in the red on the metrics used to measure the effectiveness of this action.	
3.5	**Action:** Equity-Driven Support: Empowering Foster Youth and Low-Income Students for Success **Need:** There are disparities in outcomes for ELs, SED/LI, and FY student groups in the following areas, as demonstrated by the performance color on the California School Dashboard when compared to the "all" student groups: • Graduation Rate:	The APs tackle the issue of high suspension rates for these student groups by providing targeted support, resources, and a more positive school experience, all with the goal of keeping them engaged and successful in school. Research indicates that staff trained in the specialized monitoring and interventions necessary can substantially increase student outcomes and performance. This action will be offered LEA-wide in order to specifically address disparities in outcomes and to address inequities in outcomes and access to	M1.24, M2.9, M3.1, and M3.2

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	All (89.5%), FY (68.5%), HY (DO 79.1%, VVHS 59.7%), SED/LI (87.9%, VVHS 60.5%), EL (DO 67.6%, CHS 56.5%, MHS 67%, OHS 65.6%, VVHS 60.5) Additionally, educational partners expressed a concern that students are not graduating at disproportionate rates or getting expelled disproportionately. **Scope:** LEA-wide	supports for all student groups, specifically those remaining student groups in the red on the metrics used to measure the effectiveness of this action.	
3.6	**Action:** Mental Health Support: Tailored Services for Student Well-Being **Need:** EL, SED/LI, and FY encounter greater barriers to accessing the mental health supports needed to promote their social and behavioral well-being for a variety of reasons, including financial barriers, barriers to access, and lack of awareness, as evidenced by a substantial body of research. In 2023-2024: All - 88% of students agree/strongly agree that their school provides a caring learning environment for students. EL - 92% FY/HY - 79%/62% SED/LI - 86%	This action addresses disparities in access to mental health support by targeting specific student groups and offering tailored services through trained professionals to ensure that these historically underserved populations have equitable access to high-quality counseling. Additionally, using data from the student climate survey and LCAP Survey feedback allows the District to identify and address gaps in access, ensuring that all students receive the support they need for their well-being and academic success, which is why it is also being implemented LEA-wide.	M1.28 and M3.5

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
	In 2023-2024: All - 94% of students agree/strongly agree that their school provides the counseling and support resources they need to help with their mental wellness. EL - 93% FY/HY - 85%/73% SED/LI - 93% Access to mental health services and supports has been and continues to be a priority for educational partners, specifically those representing EL, SED/LI, and FY students. **Scope:** LEA-wide		
3.7	**Action:** SEL, Trauma-Informed, and Restorative Justice Training for Safety Personnel **Need:** There are disparities in outcomes for ELs, SED/LI, and FY student groups in the following areas, as demonstrated by the performance color on the California School Dashboard when compared to the "all" student groups: • Suspension Rate: All (6.4%) FY (19.3%), SED/LI (7.6%), EL (DO 10.3%, ALHS 9.7%, CHS 11.3%, EHS 7.4%, OHS 13.6%) HY (DO 10.3%, ALHS 10.9%, CHS 10.9%,	Ensuring students' physical and psychological safety through comprehensive training for safety and health personnel is vital for creating a caring learning environment where students feel a sense of belonging, as evidenced by research across the educational field of academic research. This training builds trust, addresses bullying and harassment, supports mental health, promotes positive relationships, and creates a culture of care. By prioritizing EL, FY/HY, and SED/LI students' well-being and fostering a safe and supportive atmosphere, schools can enhance students' sense of belonging within the school community, leading to improved overall well-being and academic success. This action will be offered LEA-wide in order to specifically address disparities in outcomes and to	M1.28, M2.9, and M3.5

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
	CoHS 10.9%, LOHS 10.5%, OHS 10.5%, RCHS 13.6%), FY (ALHS 18.2%), SED/LI (VVHS 11.4%, CCDS 38.1%) Educational partner feedback highlighted the need to ensure that ELs, SED/LI, and FY students feel that their school provides a caring learning environment for students and that their school provides the counseling and support resources they need to help with their mental wellness. **Scope:** LEA-wide	address inequities in outcomes and access to supports for all student groups, specifically those remaining student groups in the red on the metrics used to measure the effectiveness of this action.	
3.10	**Action:** Maintaining Effective Classroom Communities **Need:** EL, SED/LI, and FY are statistically more likely to feel less connected to their schools' communities or to have teachers who are able to meet their unique learning needs, as additionally evidenced by a strategic analysis of school climate data. Educational partners expressed a keen desire to ensure that EL, SED/LI, and FY are provided with classroom communities and teachers that have the capacity to meet their unique needs. • Chronic Absenteeism Rate: 2022-2023 All - 25.5% of students were absent 10% or more days of the school year. EL - 33.5%	Ensuring teachers' caseloads increases the ability of the teacher to provide targeted academic support to LI, FY, and ELs and build strong relationships to further support their learning and improve their academic performance and connectedness to school, as evidenced by substantial research on the impact of class size. This action will be offered LEA-wide in order to ensure that all classrooms where EL, SED/LI, and FY students reside are positively impacted by this action and to address inequities in outcomes and access to supports for all student groups.	M1.4, M1.5, M1.28, M3.4, and M3.8

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
	SED/LI - 29.1% FY - 47.5% • In 2023-2024: All - 88% of students agree/strongly agree that their school provides a caring learning environment for students. EL - 92% FY/HY - 79%/62% SED/LI - 86% Effective classroom communities can help mitigate these challenges by fostering a sense of belonging, addressing diverse needs, and promoting positive behavioral and academic outcomes. Therefore, focusing on maintaining such communities is essential for the success and well-being of EL, FY, and SED students. **Scope:** LEA-wide		
3.11	**Action:** Fostering Mental Health Communities **Need:** EL, SED/LI, and FY encounter greater barriers to accessing the mental health supports needed to promote their social and behavioral well-being for a variety of reasons, including financial barriers, barriers to access, and lack of awareness, as evidenced by a substantial body of research. Additionally, there are disparities in outcomes for EL, SED/LI and FY student groups in the following area, as demonstrated by the	Research demonstrates that when students have their mental and emotional well-being addressed, they are better equipped to focus on their studies and achieve academic success. Mental health support programs can lead to improved attendance, participation, and overall academic outcomes. Providing targeted support programs ensures these students have access to the resources and care they need to thrive. School-based programs can provide students with the resources and support they need to address problems early on, promoting healthier development. The District will continue to monitor students' access to the mental health supports through data analysis performed by the mental	M1.4, M1.5, M1.28, M2.9, M3.4, and M3.5

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 color on the California School Dashboard when compared to the “all” student groups: • Suspension Rate: All (6.4%) FY (19.3%), SED/LI (7.6%), EL (DO 10.3%, ALHS 9.7%, CHS 11.3%, EHS 7.4%, OHS 13.6%) HY (DO 10.3%, ALHS 10.9%, CHS 10.9%, CoHS 10.9%, LOHS 10.5%, OHS 10.5%, RCHS 13.6%), FY (ALHS 18.2%), SED/LI (VVHS 11.4%, CCDS 38.1%) Access to mental health services and supports has been a priority for educational partners, specifically those representing EL, SED/LI, and FY students. **Scope:** LEA-wide	health teams on each campus. Data analysis will provide targeted outreach and informational sessions to ensure students know about and are accessing the provided supports. This action will be offered LEA-wide in order to specifically address disparities in outcomes and to address inequities in outcomes and access to supports for all student groups, specifically those remaining student groups in the red on the metric used to measure the effectiveness of this action.	
4.2	**Action:** District Tools for Bi-Directional Communication Between District and Educational Partners **Need:** Families who speak languages other than English often struggle to receive information at the same rate and with the same consistency as their English-only speaking counterparts. District educational partners and students deserve bi-directional communication	These platforms will allow the District to communicate with non-English speaking families more readily and ensure all educational partners and students receive critical school-related information in a myriad ways with the recipients being able to select the language(s) that best works for them, fostering a robust digital infrastructure that supports effective communication, engagement, and collaboration among educational partners, ultimately enhancing the educational experience for students and	M4.1 and M4.2

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
	platforms that allow them to get their information in their home language. Educational partner feedback representing EL and LTEL students specifically articulated the need for enhanced and additional methods for securing ease of communication. **Scope:** LEA-wide	strengthening relationships with educational partners. These systems require dedicated staff to ensure their functionality and to provide assistance to staff, students, and educational partners in using them effectively and efficiently. This action will be offered LEA-wide in order to ensure all parents have access to the information provided by the school and District without barriers. With over 67% of District students identified as UPP and some schools with populations as high as 97%, providing this service LEA-wide ensures all communities have equitable access to critical information vital to students' success.	
4.4	**Action:** Family and Community Engagement Team **Need:** 47% of respondents representing EL, SED/LI, and FY students' parents/guardians indicated a need for more communication between the school and families. More information on ways to be involved was another request overall through educational partner feedback. Families also indicated more convenient times for participation along with opportunities for active participation. Additionally, there are disparities in outcomes for ELs, FY and SED/LI students in the following areas, as demonstrated by their performance on the California School Dashboard when compared to the “all” student groups:	Liaisons from the FACE Team help develop two-way communication; the FACE Survey helps understand the diverse cultures and languages to increase opportunities for inclusion and cultivating positive relationships. Each school will then create opportunities specific to the needs outlined by data from the FACE Survey and educational partner feedback. FACE Team members collect street data and share with respective sites to help build community schools with the four pillars of integrated student supports, expanded and enriched learning time and opportunities, active family and community engagement, and collaborative leadership and practices. The Summit allows families to connect with their respective school site and provide their talents in holding sessions or presentations and helps bring the community in the process of building school improvement and promoting student success.	M1.24, M4.2, M4.3, and M4.5

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
	• Graduation Rate: All (89.5%), FY (68.5%), HY (79.1%, VVHS 59.7), SED/LI (DO 87.9%, VVHS 60.5%), EL (DO 67.6%, CHS 56.5%, MHS 67%, OHS 65.6%, VVHS 60.5) **Scope:** LEA-wide	Promoting the FACE Survey districtwide will help meet these needs as more data is collected that allows for schools to create these active participation opportunities within convenient times indicated by families/caregivers. This action will be offered LEA-wide. With over 67% of District students identified as UPP and some schools with populations as high as 97%, providing this service LEA-wide ensures all communities feel that their voices are welcome and valued in the District's schools' communities.	
4.5	**Action:** Professional Development and Family Workshops: Parent and Community Opportunities for Targeted Engagement and Collaborative Support **Need:** EL, SED/LI, and FY parents and marginalized communities indicated that overall the district created welcoming environments and encouraged active participation in students' learning. While families indicated high participation in back-to-school nights and sporting/extracurricular events, there was low participation in leadership meetings or community forums, such as ELAC meetings. Additionally, there remain disparities in outcomes for ELs, SED/LI, and FY student groups in the following areas, as demonstrated by the performance color on the California	Workshops/Trainings help build staff capacity in effective authentic family and community engagement practices as well as capacity of parents, families, and caregivers within a dual-capacity framework. There is a shared responsibility that engages families of all communities, including marginalized communities in meaningful ways to help families support their children's learning and development. Family workshops reinforce learning in multiple settings within the schools' circles of influence and help empower families in the decision-making and leadership within schools. This action will be offered LEA-wide in order to specifically address disparities in outcomes and to address inequities in outcomes and access to supports for all student groups, specifically those remaining student groups in the red on the metrics used to measure the effectiveness of this action. Facilitating access to information empowers parents to become more effective advocates for their students, leading to increased engagement	M1.12, M1.24, M4.2, and M4.5

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
	School Dashboard when compared to the “all” student groups: • Graduation Rate: All (89.5%), FY (68.5%), HY (79.1%, VVHS 59.7), SED/LI (DO 87.9%, VVHS 60.5%), EL (DO 67.6%, CHS 56.5%, MHS 67%, OHS 65.6%, VVHS 60.5) • College and Career Indicator: All - Medium 48.6% EL - Low 18.2%, SED/LI - Medium 42.4%, FY - Low 25% • 2023-2024: Parent/Guardian's Response to "My student's school encourages parents to be active partners in the education of their child.": All: 87% Agree/Strongly Agree EL: 86% Agree/Strongly Agree SED/LI: 90% Agree/Strongly Agree FY: 71% Agree/Strongly Agree Educational partner feedback continues to express a desire for workshops and trainings to support families' understanding of the academic opportunities and available resources for students. **Scope:** LEA-wide	and a deeper understanding of how to support their children's academic success.	

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
1.11	**Action:** Progress Monitoring for English Learners **Need:** ELs remain in the red on several Dashboard metrics and disproportionately achieving lower on local metrics when compared to the "all" student groups, including on the A-G Completion Rate, the EL Reclassification Rate, the ELPI, and the Graduation Rate. Analysis of these metrics indicates there is a need to provide targeted language acquisition support. Targeting language acquisition support for ELs increases academic success in all areas. • A-G Completion Rate for Class of 2023: All - 65.8% EL - 41.7% • In 2023-24, the District reclassified 14.4% of its overall ELs and 18.5% of LTELs. • In 2022-23, 41.5% of EL students demonstrated that they are making progress towards English language proficiency based on the English Learner Progress Indicator. • Graduation Rate: All (89.5%), EL (DO 67.6%, CHS 56.5%, MHS 67%, OHS 65.6%, VVHS 60.5)	EL support staff need support in effectively monitoring placement and progress of EL students. By training EL support staff in these key areas and providing software that is dedicated to supporting and monitoring EL students, schools can ensure that they are well-equipped to identify and provide comprehensive support for EL students, ultimately contributing to their academic success and language development.	M1.1, M1.19, M1.20, M1.21, and M1.24

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Additionally, educational partner feedback from EL parents indicates a desire to see the District continue to provide targeted language acquisition supports. **Scope:** Limited to Unduplicated Student Group(s)		
1.12	**Action:** Targeted Academic and Supplementary Support for Language Acquisition and Development **Need:** ELs remain in the red on several Dashboard metrics and disproportionately achieving lower on local metrics when compared to the "all" student groups, including on the A-G Completion Rate, the EL Reclassification Rate, the ELPI, and the Graduation Rate. Analysis of these metrics indicates there is a need to provide targeted language acquisition support. Targeting language acquisition support for ELs provides them access to increased academic success in all areas. • A-G Completion Rate for Class of 2023: All - 65.8% EL - 41.7% • In 2023-24, the District reclassified 14.4% of its overall ELs and 18.5% of LTELs. • In 2022-23, 41.5% of EL students demonstrated that they are making progress towards English language	The District provides and supports teachers and courses to provide students with the support they need to continue developing language, be reclassified, and pass the ELPAC exam. Courses are offered on each campus to provide targeted language support and students are enrolled and monitored through staff dedicated to improving outcomes for EL students.	M1.19, M1.20, and M1.21

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	proficiency based on the English Learner Progress Indicator. • Graduation Rate: All (89.5%), EL (DO 67.6%, CHS 56.5%, MHS 67%, OHS 65.6%, VVHS 60.5) Additionally, educational partner feedback from EL parents indicates a desire for teachers who are able to support students' continued language development towards reclassification and multi-literacy. **Scope:** Limited to Unduplicated Student Group(s)		
1.13	**Action:** Newcomer EL Services **Need:** Research aligned to language acquisition supports for English Learners, specifically as it relates to new immigrant students versus English Learners who have been in the country over a longer period of time, reflects specifc and targeted academic supports that increase students' capacity to acquire language and improve English proficiency. Recent immigrant students need targeted, specialized support to develop their English language skills and academic backgrounds to succeed in mainstream classrooms.	The Newcomer Program provides a comprehensive package of support that directly addresses the core skills and knowledge needed for students to achieve English proficiency as measured by the ELPAC and succeed academically, ultimately paving the way for their reclassification. Targeted courses and staffing are provided to ensure students who meet these needs are enrolled in and supported throughout their time in the Newcomer Program.	M1.19

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	• In 2023-24, the District reclassified 14.4% of its overall ELs and 18.5% of LTELs. • In 2022-23, 41.5% of EL students demonstrated that they are making progress towards English language proficiency based on the English Learner Progress Indicator. Through a strategic analysis of enrollment data, the District and site administrators and support staff identify students in need of these supports and enroll them as appropriate in the Newcomer Program. **Scope:** Limited to Unduplicated Student Group(s)		
1.20	**Action:** Targeted Progress Monitoring and Academic Support for FY and HY Students **Need:** There are disparities in outcomes for FY/HY students groups in the following areas, as demonstrated by their performance on the California School Dashboard when compared to the "all" student groups: • College and Career Indicator: All - Medium 48.6% FY - Low 25% • CAASPP ELA: All students (44 points above standard), FY (83.5 below standard) HY (3.7 above standard)	The overarching purpose is to support students in meeting graduation requirements and enhance the effectiveness of graduation pathways and support strategies to promote student success. The District will improve educational outcomes for youth in foster care and those experiencing homelessness by establishing policies to ensure equitable access to academic supports and opportunities, such as tutoring and advanced courses, creating data infrastructure to monitor key indicators for these students, and providing trauma-informed training and specialized academic counseling to staff to address their unique needs and support their academic success. This action acknowledges and responds to the specific needs of FY and HY students by providing targeted instructional supports aimed at improving their performance on	M1.7, M1.8, M1.9, M1.10, M1.12, and M1.24

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	• CAASPP Math: All students (59.1 points below standard) FY (193.1 below standard), HY (98.6 below standard) • Graduation Rate: All (89.5%), FY (68.5%), HY (DO 79.1%, VVHS 59.7%) Educational partner feedback indicates a desire to see FY/HY students provided with specialized academic supports and progress monitoring personnel to ensure that their students are provided with the unique supports needed to support academic outcomes. **Scope:** Limited to Unduplicated Student Group(s)	the CAASPP in ELA and Math, graduation rates, and the CCI.	
2.4	**Action:** Targeted Professional Learning for Teachers of English Learners **Need:** The District has a need to improve the reclassification rate for ELs and LTELs: In 2023-24, the District reclassified 14.4% of its overall ELs. 18.5% of LTELs were reclassified during the 2023-24 school year. Educational partner feedback indicated a strong desire to see teachers and staff provided with the necessary professional	Teachers need support to make sure they are providing EL students with the appropriate support so that they can improve language proficiency and be reclassified. The District will provide targeted and intentional professional learning to support teachers of English Learners with research-based instructional practices that support language acquisition and provide collaboration time for teachers of English Learners to further develop curriculum and align practices to meet students' needs. These structured processes help ensure that educators are equipped with the necessary tools and opportunities for collaboration to meet the diverse needs of students and drive academic success.	M1.19, M1.20, M1.21, and M2.5

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	learning required to provide targeted instructional supports. **Scope:** Limited to Unduplicated Student Group(s)		
3.9	**Action:** Reducing Suspension and Expulsion Rates for FY and HY **Need:** There are disparities in outcomes for SED/LI and FY student groups in the following area, as demonstrated by the performance color on the California School Dashboard when compared to the "all" student groups: • Suspension Rate: All (6.4%) FY (19.3%, ALHS 18.2%), HY (DO 10.3%, ALHS 10.9%, CHS 10.9%, CoHS 10.9%, LOHS 10.5%, OHS 10.5%, RCHS 13.6%), SED/LI (VVHS 11.4%, CCDS 38.1%) In 2023-2024, 94% of students agree/strongly agree that their school provides the counseling and support resources they need to help with their mental wellness, with only 85% of FY students and 73% of HY students agreeing/strongly agreeing. Additionally, there is a need to ensure they are not getting expelled disproportionately.	The District will provide training for support personnel to provide comprehensive supports for students in foster care, students experiencing homelessness, and SED/LI students. These supports include creating or revising unique notification policies to ensure prompt communication of disciplinary actions with vulnerable student populations, revising discipline policies to prioritize trauma-informed and restorative justice practices for FY/HY and SED/LI students, involving educational partners in disciplinary processes, and enhancing access to social-emotional resources and trauma-informed mental health services.	M2.9, M3.2, and M3.5

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Scope: Limited to Unduplicated Student Group(s)		
4.3	**Action:** Expanding Communication with Educational Partners Through Translation Services **Need:** About 28% of EL families indicated more communication in primary language of the home. While LanguageLine Services is readily available for administrator use, office staff need real-time translation or on-the-spot translation services without having to wait for an interpreter. **Scope:** Limited to Unduplicated Student Group(s)	The District provides Language Line as a tool to support sites' communication with their educational partners and staffing to support meaningful dialogue. Additionally, there is training for staff on how to utilize the tools effectively. Communicating with parents in their home language reflects the schools' commitment to working with all parents about their students' planning and support.	M4.2 and M4.4

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

N/A

Additional Concentration Grant Funding

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

The additional concentration grant add-on funding will be strategically utilized to enhance the direct services provided to students at schools with a high concentration of EL, SED/LI, and FY students. The District has chosen to develop a comprehensive plan focused on expanding personnel to better support students through targeted interventions and support services:

Expansion of Counseling Services (Goal 3, Action 3.6): These professionals are essential for addressing the emotional and academic needs of our students, providing guidance, and fostering a supportive school environment. By adding more counselors, the District aims to reduce student-to-counselor ratios, ensuring that each student receives the attention and care they deserve.

Paraeducators and Language Assessors for English Learners (Goal 1, Actions 1.11 and 1.12): The District will employ additional paraeducators and language assessors who specialize in supporting ELs. The paraeducators will assist classroom teachers in implementing effective instructional strategies tailored to the needs of ELs, facilitating language acquisition, and helping students achieve academic success. The language assessors will be able to more strategically support campuses with larger percentage of ELs, specifically LTELs, providing resources and strategies to support language acquisition. Their presence will enable more personalized and focused support for EL students.

Student Support Providers for Interventions (Goal 1, Action 1.10): To further address the diverse needs of our student population, we will recruit additional student support providers. These professionals will deliver targeted interventions, including fostering closer relationships with the families/guardians of ELs, SED/LI, and FY students, behavioral support, and social-emotional learning programs. Their role will be instrumental in identifying and addressing barriers to student success, thus promoting a holistic approach to education.

Enhanced Transportation Services (Goal 3, Action 3.2): Transportation is another critical area of focus. The District recognizes that reliable transportation is a significant barrier for many EL, FY, and SED/LI students. Therefore, funding will be allocated to provide additional transportation services for campuses serving the higher percentage of EL, SED/LI, and FY students, ensuring that students have consistent and safe access to school and extracurricular activities.

Community Engagement Personnel (Goal 4, Actions 4.3 and 4.4): The District will bolster community engagement personnel to strengthen the relationship between the schools and the communities they serve by providing additional staff on campuses with higher percentages of EL students who will provide targeted outreach to students and families directly representing EL, FY/HY, and SED/LI students. By fostering partnerships with families, local organizations, and community leaders, the District aims to create a supportive network that enhances student well-being and academic achievement.

The additional concentration grant add-on funding will be used to increase the number of staff dedicated to providing direct services to students at schools with high concentrations of EL, SED/LI, and FY students. This strategic investment in human resources is designed to create a more supportive, inclusive, and effective educational environment for students.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	1:39.22	1:29.44

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	1:22.52	1:19.83

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	$270,164,573.00	$53,830,291.00	19.925%	0.000%	19.925%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$76,392,886.00	$11,513,565.00	$13,818,408.00	$2,996,729.00	$104,721,588.00	$93,078,910.00	$11,642,678.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Expand AVID Courses and Strategies to Support Academic Achievement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$1,405,729.00	$169,032.00	$1,574,761.00				$1,574,761.00	
1	1.2	Increase Honors and AP (H/AP) Access for Underrepresented Student Groups	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$394,527.00	$75,000.00	$419,527.00			$50,000.00	$469,527.00	
1	1.3	Provide Access for Assessments for College Readiness	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$12,220.00	$175,000.00	$187,220.00				$187,220.00	
1	1.4	Provide Instructional Technology and Supports for Staff for the Purpose of Providing Engaging and Effective Instruction	All	No			All Schools	2024-2027	$0.00	$50,000.00			$50,000.00		$50,000.00	
1	1.5	Provide Instructional Technology, Software, and Device Supports for Students to Promote College and Career Readiness	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$670,849.00	$2,626,183.00	$3,297,032.00				$3,297,032.00	
1	1.6	Higher Education Access through Campus Visits, Tours, Fairs, and Events	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$0.00	$100,000.00	$100,000.00				$100,000.00	
1	1.7	Promoting College Readiness and Access through Partnerships, Personnel, and CCAP/Dual Enrollment Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$675,936.00	$20,500.00	$20,500.00	$675,936.00			$696,436.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.8	Expand CTE Programs and Access	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$12,667,559.00	$0.00	$12,667,559.00				$12,667,559.00	
1	1.9	Provide Career Exploration and Experiences	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$0.00	$20,000.00	$20,000.00				$20,000.00	
1	1.10	Utilize Peer Mentors as Academic Supports	All	No			All Schools	2024-2027	$993,736.00	$0.00		$774,040.00		$219,696.00	$993,736.00	
1	1.11	Progress Monitoring for English Learners	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	2024-2027	$2,297,022.00	$25,000.00	$2,119,141.00			$202,881.00	$2,322,022.00	
1	1.12	Targeted Academic and Supplementary Support for Language Acquisition and Development	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	2024-2027	$3,673,556.00	$125,000.00	$2,533,146.00			$1,265,410.00	$3,798,556.00	
1	1.13	Newcomer EL Services	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Chaffey High School	2024-2027	$860,370.00	$0.00	$636,015.00			$224,355.00	$860,370.00	
1	1.14	Achievement Monitoring and Targeted Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$3,366,966.00	$0.00	$3,243,823.00	$123,143.00			$3,366,966.00	
1	1.15	Targeted Support and Interventions to Remediate Credit and Learning Loss	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$6,679,766.00	$320,575.00	$5,957,757.00	$911,827.00		$130,757.00	$7,000,341.00	
1	1.16	Monitoring and Expanding Access to Instructional Materials	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$0.00	$260,064.00		$260,064.00			$260,064.00	
1	1.17	School Library Services and Access	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth	All Schools	2024-2027	$3,679,977.00	$0.00	$3,679,977.00				$3,679,977.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
						Low Income										
1	1.18	Enhancing Academic Support for Students with Disabilities	Students with Disabilities	No			All Schools	2024-2027	$3,782,305.00	$0.00		$3,782,305.00			$3,782,305.00	
1	1.19	Targeted Instructional Materials to Support Academic Achievement of Students with Disabilities	Students with Disabilities	No				2024-2027	$0.00	$75,000.00		$75,000.00			$75,000.00	
1	1.20	Targeted Progress Monitoring and Academic Support for FY and HY Students	Foster Youth	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	2024-2027	$595,753.00	$55,000.00	$650,753.00				$650,753.00	
1	1.21	Fostering School Connectedness for EL, SED/LI, and FY Students	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$17,772,761.00	$18,500.00	$17,791,261.00				$17,791,261.00	
2	2.1	Comprehensive Professional Learning and Collaboration	All	No			All Schools	2024-2027	$232,180.00	$0.00		$232,180.00			$232,180.00	
2	2.2	Site-Based Specialized Teams and Committees for Targeted Educational Goals	All	No			All Schools	2024-2027	$102,312.00	$0.00		$102,312.00			$102,312.00	
2	2.3	Targeted Professional Learning for Teachers of Students with Disabilities	Students with Disabilities	No			All Schools	2024-2027	$255,621.00	$0.00		$173,621.00		$82,000.00	$255,621.00	
2	2.4	Targeted Professional Learning for Teachers of English Learners	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	2024-2027	$335,562.00	$0.00	$122,691.00			$212,871.00	$335,562.00	
2	2.5	Targeted Professional Learning for Peer Mentors	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$32,107.00	$0.00	$32,107.00				$32,107.00	
2	2.6	College-Going Mindset, Readiness, Success, and Access to Professional Learning	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$54,343.00	$0.00	$54,343.00				$54,343.00	
2	2.7	Targeted Professional Learning on Integration of Trauma-Informed	All	No			All Schools	2024-2027	$39,310.00	$0.00		$39,310.00			$39,310.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
		Practices and Social Emotional Learning														
2	**2.8**	Equity/Anti-Bias/Anti-Racism and Curricular Diversification Professional Learning	All	No			All Schools	2024-2027	$53,186.00	$160,000.00		$213,186.00			$213,186.00	
2	**2.9**	Math Curriculum Implementation and Professional Learning	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$267,474.00	$0.00	$267,474.00				$267,474.00	
2	**2.10**	Ethnic Studies Graduation Requirement Development, Collaboration, and Implementation	All	No			All Schools	2024-2027	$25,906.00	$0.00		$25,906.00			$25,906.00	
2	**2.11**	CTE Pathway Development	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$29,562.00	$0.00	$29,562.00				$29,562.00	
2	**2.12**	Instructional Coaches	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$1,216,568.00	$0.00	$607,809.00			$608,759.00	$1,216,568.00	
2	**2.13**	Induction Mentors	All	No			All Schools	2024-2027	$388,032.00	$0.00		$388,032.00			$388,032.00	
3	**3.1**	Ensure Digital Landscape Safety	All	No			All Schools	2024-2027	$0.00	$328,000.00			$328,000.00		$328,000.00	
3	**3.2**	Home-to-School Transportation	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$3,005,435.00	$0.00	$3,005,435.00				$3,005,435.00	
3	**3.3**	Fostering Student Success Through Targeted Equity and Inclusion Programs and Engagement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$16,496.00	$108,000.00	$124,496.00				$124,496.00	
3	**3.4**	Facilities Improvement and Maintenance	All	No			All Schools	2024-2027	$8,163,513.00	$4,488,042.00			$12,651,555.00		$12,651,555.00	
3	**3.5**	Equity-Driven Support: Empowering Foster Youth and Low-Income Students for Success	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$3,393,042.00	$0.00	$3,393,042.00				$3,393,042.00	
3	**3.6**	Mental Health Support: Tailored Services for Student Well-Being	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$6,279,471.00	$480,000.00	$4,708,753.00	$2,050,718.00			$6,759,471.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	3.7	SEL, Trauma-Informed, and Restorative Justice Training for Safety Personnel	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$27,328.00	$0.00	$27,328.00				$27,328.00	
3	3.8	Reducing Suspension and Expulsion Rates for SWD	Students with Disabilities	No			All Schools	2024-2027	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
3	3.9	Reducing Suspension and Expulsion Rates for FY and HY	Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	Foster Youth Low Income	All Schools	2024-2027	$2,288,487.00	$0.00	$2,288,487.00				$2,288,487.00	
3	3.10	Maintaining Effective Classroom Communities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$5,468,352.00	$0.00	$5,468,352.00				$5,468,352.00	
3	3.11	Fostering Mental Health Communities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$523,552.00	$1,006,000.00	$529,552.00	$1,000,000.00			$1,529,552.00	
4	4.1	Communication and Coordination of Critical Metrics with Educational Partners via Aeries SIS	All	No			All Schools	2024-2027	$0.00	$97,979.00			$97,979.00		$97,979.00	
4	4.2	District Tools for Bi-Directional Communication Between District and Educational Partners	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$112,076.00	$114,568.00	$226,644.00				$226,644.00	
4	4.3	Expanding Communication with Educational Partners Through Translation Services	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	2024-2027	$40,905.00	$203,600.00	$244,505.00				$244,505.00	
4	4.4	Family and Community Engagement Team	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$195,684.00	$3,500.00	$199,184.00				$199,184.00	
4	4.5	Professional Development and Family Workshops: Parent and Community Opportunities for Targeted Engagement and Collaborative Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$0.00	$164,650.00	$164,650.00				$164,650.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
5	**5.1**	Fiscal Oversight Staff	All	No				2024-2027	$628,226.00	$62,648.00			$690,874.00		$690,874.00	
6	**6.1**	Provide High-Quality Professional Development	All	No			Specific Schools: VVHS, CCDS	2024-2027	$63,909.00	$0.00		$63,909.00			$63,909.00	
6	**6.2**	Strengthen Family and Community Partnerships	All	No			Specific Schools: VVHS, CCDS	2024-2027	$114,222.00	$40,000.00		$154,222.00			$154,222.00	
6	**6.3**	Expand Access to College and Career Readiness Resources	All	No			Specific Schools: VVHS, CCDS	2024-2027	$0.00	$107,000.00		$107,000.00			$107,000.00	
6	**6.4**	Foster a Positive School Climate	All	No			Specific Schools: VVHS, CCDS	2024-2027	$88,322.00	$146,341.00		$234,663.00			$234,663.00	
6	**6.5**	Provide Targeted Academic Support	All	No			Specific Schools: VVHS, CCDS	2024-2027	$108,695.00	$17,496.00		$126,191.00			$126,191.00	

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
$270,164,573.00	$53,830,291.00	19.925%	0.000%	19.925%	$76,392,886.00	0.000%	28.276 %	**Total:**	$76,392,886.00
								LEA-wide Total:	$67,798,148.00
								Limited Total:	$8,594,738.00
								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**	Expand AVID Courses and Strategies to Support Academic Achievement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,574,761.00	
1	**1.2**	Increase Honors and AP (H/AP) Access for Underrepresented Student Groups	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$419,527.00	
1	**1.3**	Provide Access for Assessments for College Readiness	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$187,220.00	
1	**1.5**	Provide Instructional Technology, Software, and Device Supports for Students to Promote College and Career Readiness	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$3,297,032.00	
1	**1.6**	Higher Education Access through Campus Visits, Tours, Fairs, and Events	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$100,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.7	Promoting College Readiness and Access through Partnerships, Personnel, and CCAP/Dual Enrollment Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$20,500.00	
1	1.8	Expand CTE Programs and Access	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$12,667,559.00	
1	1.9	Provide Career Exploration and Experiences	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$20,000.00	
1	1.11	Progress Monitoring for English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$2,119,141.00	
1	1.12	Targeted Academic and Supplementary Support for Language Acquisition and Development	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$2,533,146.00	
1	1.13	Newcomer EL Services	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Chaffey High School	$636,015.00	
1	1.14	Achievement Monitoring and Targeted Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$3,243,823.00	
1	1.15	Targeted Support and Interventions to Remediate Credit and Learning Loss	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$5,957,757.00	
1	1.16	Monitoring and Expanding Access to Instructional Materials	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
1	1.17	School Library Services and Access	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$3,679,977.00	
1	1.20	Targeted Progress Monitoring and Academic Support for FY and HY Students	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	$650,753.00	
1	1.21	Fostering School Connectedness for EL, SED/LI, and FY Students	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$17,791,261.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.4	Targeted Professional Learning for Teachers of English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$122,691.00	
2	2.5	Targeted Professional Learning for Peer Mentors	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$32,107.00	
2	2.6	College-Going Mindset, Readiness, Success, and Access to Professional Learning	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$54,343.00	
2	2.9	Math Curriculum Implementation and Professional Learning	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$267,474.00	
2	2.11	CTE Pathway Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$29,562.00	
2	2.12	Instructional Coaches	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$607,809.00	
3	3.2	Home-to-School Transportation	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$3,005,435.00	
3	3.3	Fostering Student Success Through Targeted Equity and Inclusion Programs and Engagement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$124,496.00	
3	3.5	Equity-Driven Support: Empowering Foster Youth and Low-Income Students for Success	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$3,393,042.00	
3	3.6	Mental Health Support: Tailored Services for Student Well-Being	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$4,708,753.00	
3	3.7	SEL, Trauma-Informed, and Restorative Justice Training for Safety Personnel	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$27,328.00	
3	3.9	Reducing Suspension and Expulsion Rates for FY and HY	Yes	Limited to Unduplicated Student Group(s)	Foster Youth Low Income	All Schools	$2,288,487.00	

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 (%)
3	3.10	Maintaining Effective Classroom Communities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$5,468,352.00	
3	3.11	Fostering Mental Health Communities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$529,552.00	
4	4.2	District Tools for Bi-Directional Communication Between District and Educational Partners	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$226,644.00	
4	4.3	Expanding Communication with Educational Partners Through Translation Services	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$244,505.00	
4	4.4	Family and Community Engagement Team	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$199,184.00	
4	4.5	Professional Development and Family Workshops: Parent and Community Opportunities for Targeted Engagement and Collaborative Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$164,650.00	

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$102,036,896.00	$105,000,026.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	AVID	Yes	$2,791,814.00	$3,039,150.00
1	**1.2**	Access to a Broad Course of Study	No	$379,678.00	$405,567.00
1	**1.3**	Support & Interventions	Yes	$11,992,375.00	$11,311,974.00
1	**1.4**	English and Math Interventions, Programs, Materials	Yes	$1,455,090.00	$1,554,781.00
1	**1.5**	Teacher Librarians	Yes	$3,517,233.00	$3,674,881.00
1	**1.6**	Instructional Materials	No	$449,360.00	$449,360.00
1	**1.7**	College Readiness Programs and Events	Yes	$939,944.00	$773,636.00
1	**1.8**	Newcomer EL Services	Yes	$1,051,221.00	$1,081,999.00
1	**1.9**	Comprehensive EL Support	Yes	$3,435,976.00	$3,784,145.00
1	**1.10**	Peer Mentors	No	$1,938,188.00	$1,184,332.00
1	**1.11**	Curricular and Instructional Software and Platforms	Yes	$577,859.00	$572,376.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.12	Instructional Devices, Support, and Infrastructure	Yes	$3,438,974.00	$3,411,596.00
1	1.13	Career Technical Education Programs (CTE)	Yes	$14,855,224.00	$15,040,489.00
1	1.14	Outreach	No	$111,403.00	$122,293.00
1	1.15	Support for Students with Disabilities	No	$465,126.00	$524,668.00
1	1.16	Colleges and Universities Visits	Yes	$100,000.00	$8,583.00
1	1.17	Enrichment Classes and Activities	Yes	$12,762,981.00	$13,615,514.00
1	1.18	Community Day School	Yes	$328,551.00	$375,699.00
1	1.19	Career and Trade Fair Events (new action added in May of 2023)	Yes	$20,000.00	$26,183.00
1	1.20	College-Going Readiness and Access (new action added in May of 2023)	No	$252,985.00	$270,375.00
2	2.1	Instructional Coaches	Yes	$1,675,410.00	$1,724,224.00
2	2.2	ELD Coach, PD, Read 180, Accelerated English, ELlevation, ELD Achievement Team Collaboration	Yes	$264,798.00	$276,922.00
2	2.3	Induction Mentors	No	$584,077.00	$604,194.00
2	2.4	PD: Content-Based Collaboration Teams, AP/Honors Collaborations,	No	$199,500.00	$375,000.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
		Wednesday Workshops, Summer School, RtI, Feeder District Articulation, Induction PD			
2	2.5	Special Education Coach and Professional Learning Focused on Supporting Students with Diverse Learning Needs	No	$148,383.00	$164,254.00
2	2.6	PD: Mentorship Program	Yes	$23,957.00	$16,254.00
2	2.7	Instructional Technology for Staff	No	$150,000.00	$56,445.00
2	2.8	Equity/Anti-Bias/Anti-Racism and Curricular Diversification Professional Learning	No	$72,701.00	$79,950.00
2	2.9	Computer Science, Robotics and TCELL/Career Pathway Development	No	$10,000.00	$34,281.00
2	2.10	Standards-Based Grading	No	$200,000.00	$0.00
2	2.11	Social-Emotional Learning (SEL) Support and Implementation	No	$107,301.00	$58,320.00
2	2.12	Virtual Teaching Professional Learning	No	$10,000.00	$0.00
2	2.13	Ethnic Studies Course Development	No	$40,000.00	$20,150.00
2	2.14	Trauma-Informed Schools (new action added May of 2023)	No	$515,000.00	$328,191.00
3	3.1	Executive Director of Equity and Inclusion	Yes	$65,884.00	$21,800.00
3	3.2	Home-to-School Transportation	Yes	$2,908,407.00	$2,960,700.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.3	Health and Safety	No	$32,729.00	$1,358.00
3	3.4	Foster Youth and SED/LI Student Outreach Support	Yes	$619,598.00	$553,087.00
3	3.5	Site Administrative Support	Yes	$5,641,619.00	$6,034,567.00
3	3.6	Mental Health Services for Students	Yes	$6,965,449.00	$7,493,526.00
3	3.7	Special Programs Support and Counseling Services	No	$681,456.00	$697,257.00
3	3.8	Foster Youth Mentorship Services	Yes	$65,000.00	$55,000.00
3	3.9	Facilities Improvement and Maintenance	No	$11,455,062.00	$12,542,405.00
3	3.10	Teacher Caseloads	Yes	$5,338,926.00	$5,712,651.00
3	3.11	Services to Promote Social-Emotional Well-Being	Yes	$509,645.00	$524,558.00
3	3.12	Behavior Intervention Specialists	No	$1,372,600.00	$1,850,500.00
3	3.13	Student Leadership Training	Yes	$106,000.00	$229,000.00
4	4.1	Aeries SIS	No	$94,265.00	$76,378.00
4	4.2	Director of Community Relations	Yes	$127,442.00	$191,929.00
4	4.3	Community Workshops	Yes	$136,000.00	$136,000.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
4	4.4	Interpretation Services	Yes	$60,314.00	$60,793.00
4	4.5	Family and Community Engagement	Yes	$5,000.00	$0.00
4	4.6	Communication Tool	Yes	$335,706.00	$200,784.00
5	5.1	Fiscal Oversight Staff	No	$586,935.00	$629,169.00
5	5.2	Trainings and Workshops	No	$4,000.00	$3,028.00
5	5.3	Audit Review	No	$59,750.00	$59,750.00

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)
$54,797,329.00	$66,838,146.00	$69,324,546.00	($2,486,400.00)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	AVID	Yes	$1,772,812.00	$1,705,460.00		
1	1.3	Support & Interventions	Yes	$5,171,114.00	$5,224,383.00		
1	1.4	English and Math Interventions, Programs, Materials	Yes	$1,455,090.00	$1,554,781.00		
1	1.5	Teacher Librarians	Yes	$3,517,233.00	$3,674,881.00		
1	1.7	College Readiness Programs and Events	Yes	$939,944.00	$773,636.00		
1	1.8	Newcomer EL Services	Yes	$757,601.00	$770,489.00		
1	1.9	Comprehensive EL Support	Yes	$3,246,866.00	$3,582,966.00		
1	1.11	Curricular and Instructional Software and Platforms	Yes	$448,488.00	$453,832.00		
1	1.12	Instructional Devices, Support, and Infrastructure	Yes	$1,128,028.00	$1,100,650.00		
1	1.13	Career Technical Education Programs (CTE)	Yes	$14,855,224.00	$15,040,489.00		
1	1.16	Colleges and Universities Visits	Yes	$100,000.00	$8,583.00		
1	1.17	Enrichment Classes and Activities	Yes	$12,762,981.00	$13,615,514.00		
1	1.18	Community Day School	Yes	$328,551.00	$375,699.00		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.19	Career and Trade Fair Events (new action added in May of 2023)	Yes	$20,000.00	$26,183.00		
2	2.1	Instructional Coaches	Yes	$967,812.00	$987,626.00		
2	2.2	ELD Coach, PD, Read 180, Accelerated English, ELlevation, ELD Achievement Team Collaboration	Yes	$63,788.00	$49,000.00		
2	2.6	PD: Mentorship Program	Yes	$23,957.00	$16,254.00		
3	3.1	Executive Director of Equity and Inclusion	Yes	$65,884.00	$21,800.00		
3	3.2	Home-to-School Transportation	Yes	$2,908,407.00	$2,960,700.00		
3	3.4	Foster Youth and SED/LI Student Outreach Support	Yes	$511,072.00	$553,087.00		
3	3.5	Site Administrative Support	Yes	$2,925,721.00	$3,100,702.00		
3	3.6	Mental Health Services for Students	Yes	$6,183,540.00	$6,617,446.00		
3	3.8	Foster Youth Mentorship Services	Yes	$65,000.00	$55,000.00		
3	3.10	Teacher Caseloads	Yes	$5,338,926.00	$5,712,651.00		
3	3.11	Services to Promote Social-Emotional Well-Being	Yes	$509,645.00	$524,228.00		
3	3.13	Student Leadership Training	Yes	$106,000.00	$229,000.00		
4	4.2	Director of Community Relations	Yes	$127,442.00	$191,929.00		
4	4.3	Community Workshops	Yes	$136,000.00	$136,000.00		
4	4.4	Interpretation Services	Yes	$60,314.00	$60,793.00		
4	4.5	Family and Community Engagement	Yes	$5,000.00	$0.00		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
4	4.6	Communication Tool	Yes	$335,706.00	$200,784.00		

To Add a Row: Click “Add Row.”
To Delete a Row: Remove all content from each cell, checkbox and dropdown of a row (including spaces), press “Save Data” and refresh the page.

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)
$275,017,959.00	$54,797,329.00	0%	19.925%	$69,324,546.00	0.000%	25.207%	$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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