

LCAP Superintendent's Response to Questions

Questions	Answers
<p>Please explain more about the African American funding in equity multiplier schools. I am not familiar with this program.</p>	<p>Equity Multiplier funding is allocated to schools based on specific student group needs and performance indicators identified by the state. In Colton Joint Unified School District, a portion of Equity Multiplier funding has been used to address disparities in suspension rates among African American students. The district has implemented a variety of supports and engagement opportunities designed to strengthen student connectedness, cultural identity, and family partnerships. These efforts include the African American Parent Advisory Council (AAPAC), Black History Month educational experiences, participation in the Black College Expo, cultural and college field trips, career exploration opportunities, and professional learning for staff, including the expansion of the N-word presentation for assistant principals and counselors. These initiatives are intended to build positive relationships, increase student engagement, strengthen school connectedness, and create supportive learning environments that contribute to improved outcomes for African American students.</p>
<p>How much money does each school site receive with LCAP funds?</p>	<p>The allocation is determined based on each school's student enrollment and the number of students who qualify for free or reduced-price meals.</p>
<p>Does the LCAP give money to dual immersion? If so, where does the money go?</p>	<p>Yes. LCAP funding supports the district's Dual Immersion program at the five Dual Immersion school sites. These funds are used to provide professional development for teachers and administrators, substitute coverage for classroom observations and training opportunities, conference attendance, and tutoring support through extra-duty opportunities. LCAP funding also supports staffing for Dual Immersion teachers, helping ensure students have access to high-quality bilingual</p>

	instructional programs.
Another district teaches restorative practices after school.	Ms. Mendez in the Language Support Services Department understood the question the parent was asking and said she would email the parent the information.
Can we use LCAP funds for the after school program?	Yes. School sites may choose to allocate a portion of their LCAP funding to support after-school programs based on their identified needs and priorities. In addition, many schools utilize Expanded Learning Opportunities Program (ELOP) funds to support after-school programming, while others may use site-based Title I funds. The specific funding source varies by site depending on the program design and available resources.
Can teachers stay after school to tutor?	Yes
What is the biggest challenge right now in the school district?	<p>First, there are persistent equity and achievement gaps among key student groups, specifically Students with Disabilities (SWD), African American students, Foster Youth, Homeless Youth, and students identifying as Two or More Races. These groups are the focus of Differentiated Assistance, indicating that outcomes for these students are not yet meeting desired performance levels and require targeted, systemic improvement.</p> <p>Second, the district faces a need to improve academic achievement for all students, particularly increasing the number of students performing at grade level in both English Language Arts and Math. This includes strengthening English Learner strategies and ensuring effective differentiation across classrooms so instruction meets a wide range of student needs.</p> <p>Third, there are engagement and access challenges, reflected in the need to further reduce chronic absenteeism. Attendance is closely tied to academic success and school connectedness, making this a critical area of focus.</p> <p>Fourth, the district is working to improve long-term student outcomes, including increasing the graduation rate. This suggests a</p>

	<p>need for sustained academic support, credit recovery systems, and early intervention practices at the secondary level.</p> <p>Finally, there is an ongoing priority to strengthen school climate and student connectedness, recognizing that positive school environments are foundational to both academic achievement and attendance improvements.</p>
<p>Where does the money go for parent training?</p>	<p>LCAP funds designated for parent training are used to provide workshops and learning opportunities that are responsive to parent and community feedback. Current offerings include parent coaching workshops, sessions on artificial intelligence and how families can support learning at home, workshops for Dual Immersion families, orientations for families of incoming 7th and 9th grade students, information sessions on state assessments, financial assistance resources, mental and physical wellness topics, and strategies to support positive parenting practices. These opportunities are designed to strengthen family engagement and support student success both at school and at home.</p>
<p>What is differentiated assistance work?</p>	<p>Differentiated Assistance is a state-supported improvement process provided to school districts that meet specific eligibility criteria based on student performance indicators. Through this process, County Offices of Education, the California Department of Education, and Geographic Lead Agencies work collaboratively with districts to provide customized support aimed at addressing identified areas of need and reducing performance disparities among student groups. The goal of Differentiated Assistance is to help districts analyze data, identify root causes, strengthen systems, and implement targeted strategies that improve outcomes for all students.</p>
<p>How does the district support students with behavior or emotional needs?</p>	<p>The district provides a variety of supports to address students' behavioral, social, and emotional needs. Every school site has access to counseling services. At the elementary level, counselors provide classroom lessons focused on social-emotional learning, behavior regulation, conflict resolution, and coping strategies. At the middle and high school levels, multiple counselors are available to provide both academic guidance and emotional support to students.</p> <p>In addition, all secondary schools have Wellness Centers that offer</p>

	<p>students a safe and supportive environment where they can access resources, receive assistance with social-emotional needs, and develop strategies to support their overall well-being and success in school.</p>
<p>Are there any plans for wellness or sensory centers at the elementary level?</p>	<p>Some elementary schools also have Wellness Centers or sensory spaces based on the specific needs of their students and school community.</p>
<p>How are schools helping students feel connected and engaged?</p>	<p>Schools are implementing a variety of strategies to help students feel connected, engaged, and supported. Throughout the school year, teachers and staff have participated in professional learning focused on relationship-building, student engagement, culturally responsive practices, and strategies that promote a positive classroom environment. In addition, all school sites implement Positive Behavioral Interventions and Supports (PBIS), a framework designed to create safe, supportive, and inclusive school cultures. Through PBIS, schools establish clear expectations, recognize positive behaviors, and provide supports that help students develop strong connections to their school community. Many schools also utilize restorative practices, including restorative circles, mentoring programs, and positive phone calls home to strengthen relationships between students, staff, and families. These strategies help foster a sense of belonging, encourage meaningful connections, and create supportive learning environments where students feel valued and engaged. Together, these efforts are intended to increase students' sense of belonging, improve engagement in learning, and support positive academic and social outcomes.</p>
<p>How do you handle bullying investigations?</p>	<p>When a report of bullying is received, the district follows a clear and structured process to ensure student safety and a thorough response. Reports may be made by students, parents, or staff to any school employee, and are immediately forwarded to site administration. The site administrator reviews the concern and initiates an investigation, which includes gathering statements from involved students, identifying witnesses, and reviewing any relevant information. The administrator documents findings using the district's bullying/harassment investigation process and ensures that appropriate supports and/or disciplinary actions are implemented based on the outcome. Families</p>

	<p>are notified of the results of the investigation in writing. If a parent or guardian is not satisfied with the outcome, they have the option to file a district-level complaint through Student Services for further review and investigation. In addition, CJUSD provides multiple reporting pathways, including a Tip Line through the district app, and all reports are taken seriously and addressed in alignment with Board Policy on bullying, harassment, and intimidation to ensure a safe and supportive learning environment for all students.</p>
<p>What are the top priorities for students next year?</p>	<p>The district's top priorities for students next year center on preparing all learners for success in a rapidly changing world while strengthening academic achievement, equity, and student well-being.</p> <p>A key priority is developing future-ready competencies through the district's Learner Profile. This focuses on ensuring students grow as knowledgeable learners, critical thinkers and problem solvers, effective communicators, and adaptable, resilient, and innovative individuals prepared for college, career, and life.</p> <p>To support these outcomes, the district is prioritizing a shift toward a learner-centered instructional model. This approach emphasizes students as active participants in their learning, where they help co-create learning experiences, build agency, and engage in inquiry-based and experiential learning. Teachers serve as facilitators who guide and support individualized student growth.</p> <p>In alignment with the LCAP, the district is also focused on three core areas: equitable access, student achievement, and student wellness. This includes expanding access to rigorous academic programs such as AVID and Career Technical Education pathways, strengthening literacy and math instruction through targeted interventions and professional learning, and supporting student wellness through counseling services, PBIS implementation, Wellness Centers, and efforts to reduce chronic absenteeism.</p> <p>Together, these priorities reflect a commitment to ensuring all students are supported academically, socially, and emotionally as they prepare for future success.</p>

Respuestas del Superintendente a las preguntas sobre el LCAP