LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Cutler-Orosi Joint Unified School District
CDS Code: 54-71860-0000000
School Year: 2024-25
LEA contact information:
Yolanda Valdez
Superintendent
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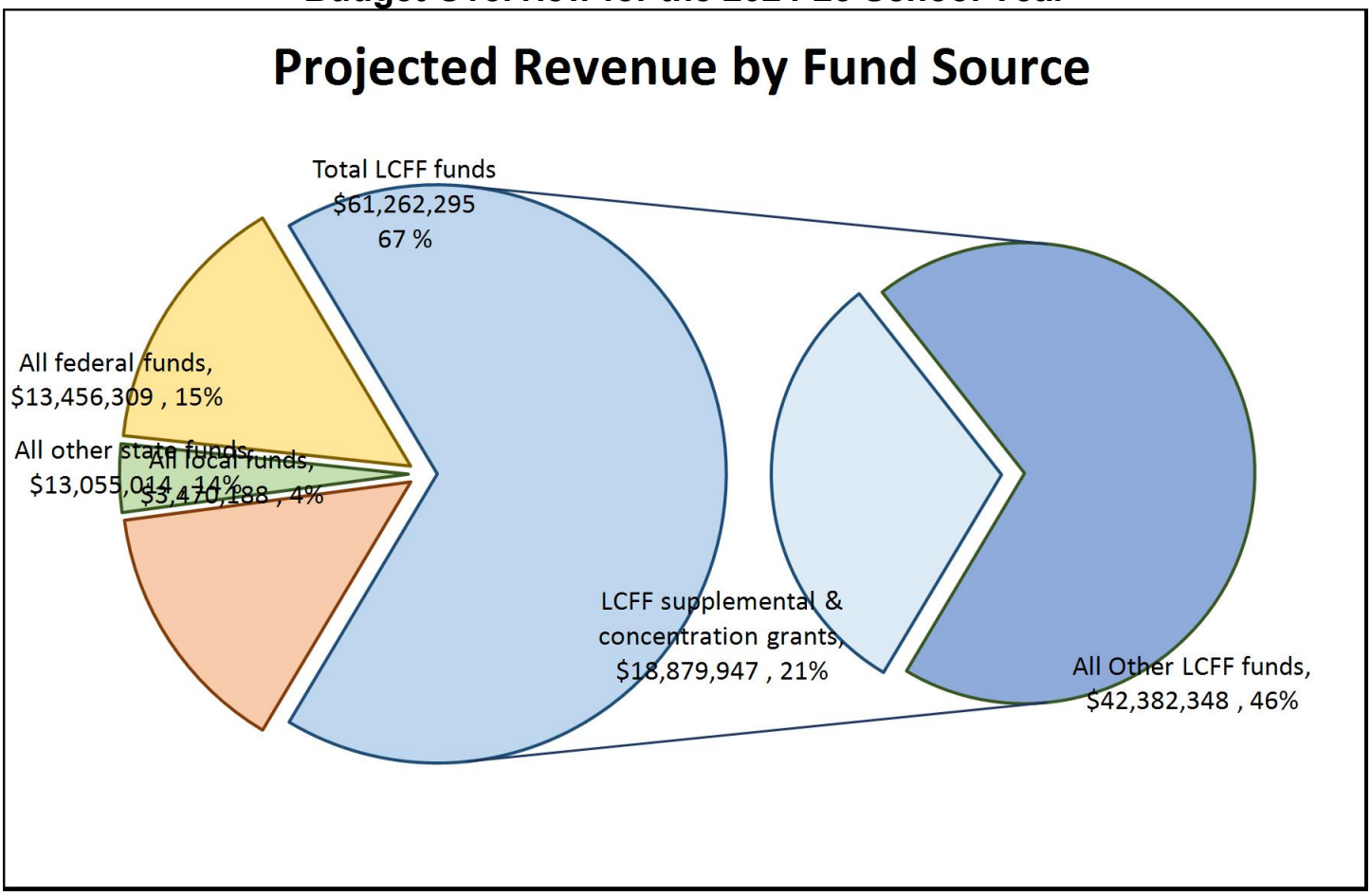
(559) 528-4763

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

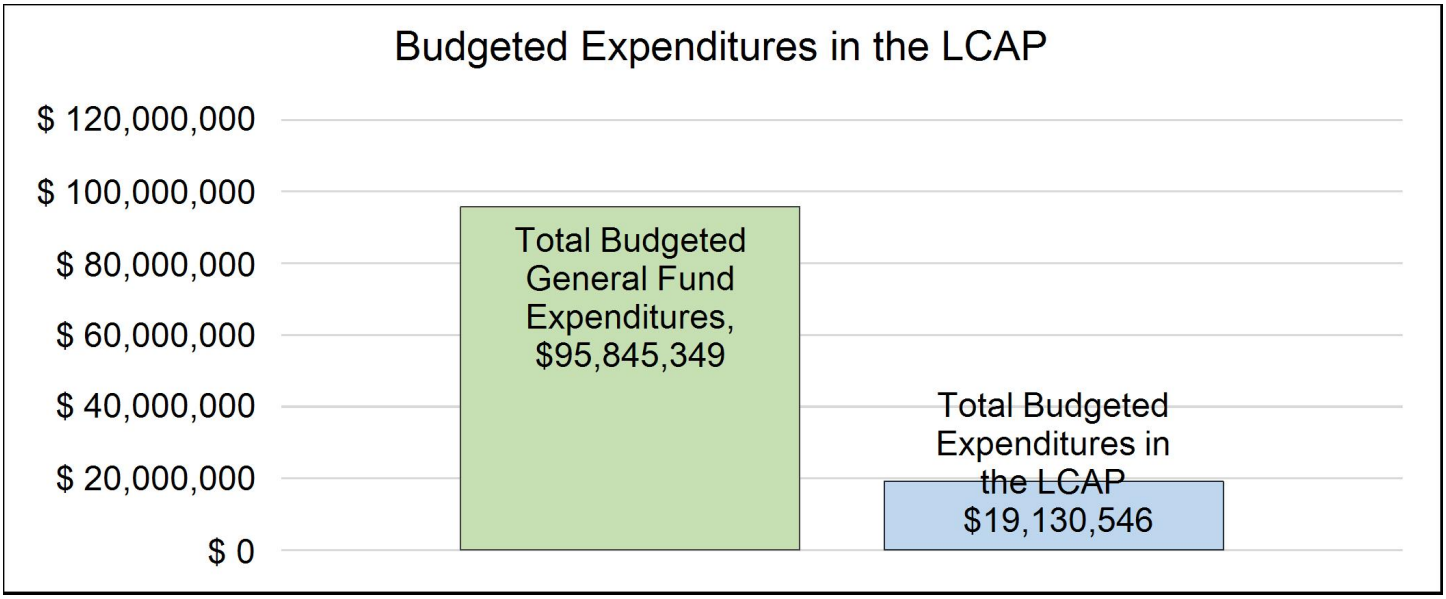


This chart shows the total general purpose revenue Cutler-Orosi Joint Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Cutler-Orosi Joint Unified School District is $91,243,806, of which $61,262,295 is Local Control Funding Formula (LCFF), $13,055,014 is other state funds, $3,470,188 is local funds, and $13,456,309 is federal funds. Of the $61,262,295 in LCFF Funds, $18,879,947 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 Cutler-Orosi Joint Unified 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: Cutler-Orosi Joint Unified School District plans to spend $95,845,349 for the 2024-25 school year. Of that amount, $19,130,546 is tied to actions/services in the LCAP and $76,714,803 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

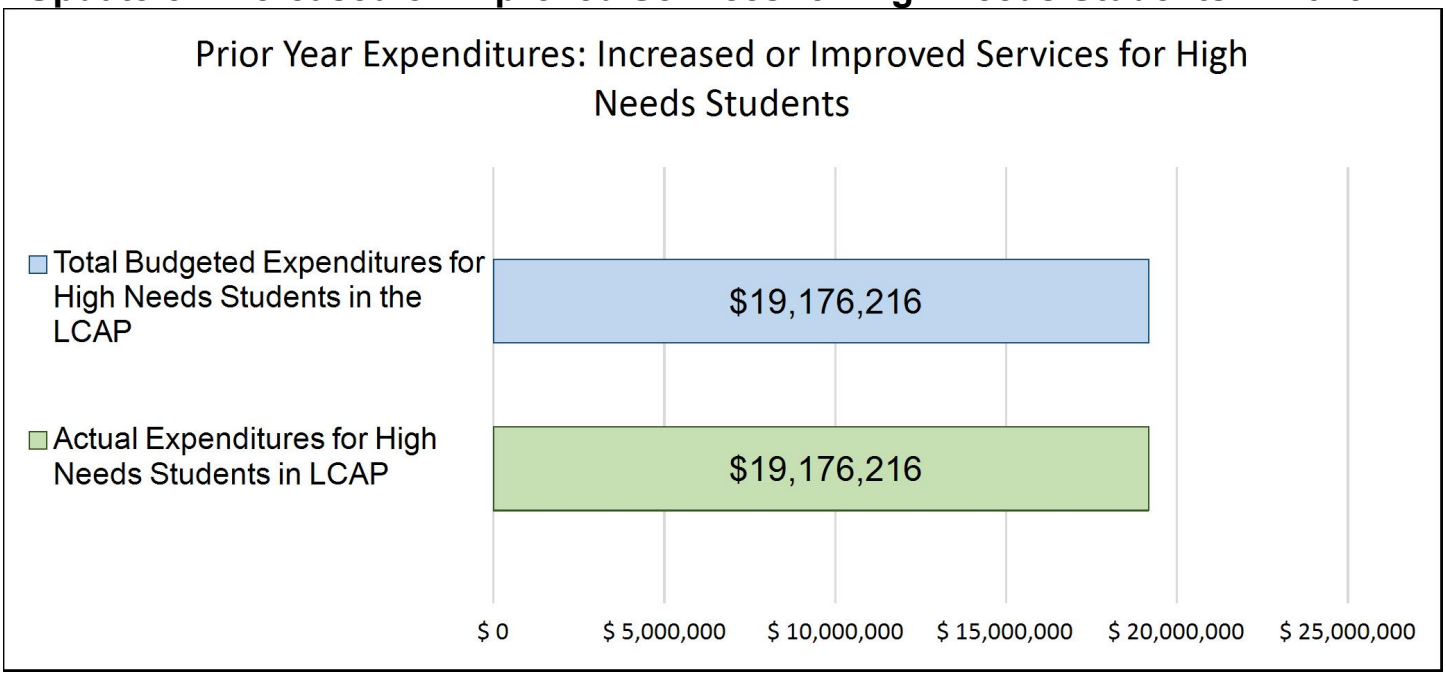
The General Fund Budget Expenditures that are not included in the Local Control Accountability Plan (LCAP) include personnel for teachers, some school administrators, custodial staff, school nurse, some instructional support, some clerical support staff and District office administration and support staff.

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

In 2024-25, Cutler-Orosi Joint Unified School District is projecting it will receive $18,879,947 based on the enrollment of foster youth, English learner, and low-income students. Cutler-Orosi Joint Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Cutler-Orosi Joint Unified School District plans to spend $18,879,947 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 Cutler-Orosi Joint Unified 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 Cutler-Orosi Joint Unified 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, Cutler-Orosi Joint Unified School District's LCAP budgeted $19,176,216 for planned actions to increase or improve services for high needs students. Cutler-Orosi Joint Unified School District actually spent $19,176,216 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
Cutler-Orosi Joint Unified School District	Yolanda Valdez Superintendent	yvaldez@cojusd.org (559) 528-4763

Goals and Actions

Goal

Goal #	Description
1	Achieve academic excellence and meet the needs of all students in a safe and supportive environment so that all students will be college and career ready and prepared to compete in a global economy.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1. The percentage of all students, English Learners, and Students with Disabilities will improve 1% annually, as determined by the Smarter Balanced Assessment (SBA) in English Language Arts (ELA) in grades 3--8.	2018-19 is the most recent Smarter Balanced Assessment data available: 40% overall students in Grades 3-8 met or exceeded standards in 2019 on the ELA Assessment 10.6% of English Learner students in Grades 3-8 met or exceeded standards in 2019 on the ELA Assessment 5% of students with disabilities in Grades 3-8 met or exceeded standards in 2019 on the ELA Assessment	2021-2022 Smarter Balanced Assessment window is April 25 - May 31, 2022. Data will be analyzed for all sub groups including English Learners and Students with Disabilities. • ---------- In 2021-2022, 37% of all students met/exceeded standard on SBA in ELA in grade 3-8. 13% of EL met/exceeded standard on SBA in ELA in grades 3-8.	In 2021-2022, 37% of all students met/exceeded standard on SBA in ELA in grade 3-8. 13% of EL met/exceeded standard on SBA in ELA in grades 3-8. .02% of SWD met/exceeded standard on SBA in ELA in grade 3-8.	In 2022-2023, 39.82%% of all students met/exceeded standard on SBA in ELA in grade 3-8. 15.57% of EL met/exceeded standard on SBA in ELA in grades 3-8. 8.93% of SWD met/exceeded standard on SBA in ELA in grade 3-8.	43% overall students in Grades 3-8 will have met or exceeded standards in the 2024 ELA Assessment 13.6% of English Learner students in Grades 3-8 will have met or exceeded standards in 2024 on the ELA Assessment 8% of students with disabilities in Grades 3-8 will have met or exceeded standards in 2024 on the ELA Assessment

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		.02% of SWD met/exceeded standard on SBA in ELA in grade 3-8.			
2. The percentage of all students, English Learners, and Students with Disabilities will improve 1% annually, as determined by the Smarter Balanced Assessment (SBA) in Mathematics in grades 3--8.	2018-19 is the most recent Smarter Balanced Assessment data available: 38% overall students in Grades 3-8 met or exceeded standards in 2019 on the Math Assessment 14% of English Learner students in Grades 3-8 met or exceeded standards in 2019 on the Math Assessment 3% of students with disabilities in Grades 3-8 met or exceeded standards in 2019 on the Math Assessment	2021-2022 Smarter Balanced Assessment window is April 25 - May 31, 2022. Data will be analyzed for all sub groups including English Learners and Students with Disabilities • ---------- ---------- In 2021-2022, 22% of all students met/exceeded standard on SBA in ELA in grade 3-8. 7% of EL met/exceeded standard on SBA in ELA in grades 3-8. .03% of SWD met/exceeded standard on	22% of all students met/exceeded standard on SBA in ELA in grade 3-8. 7% of EL met/exceeded standard on SBA in ELA in grades 3-8. .03% of SWD met/exceeded standard on SBA in ELA in grade 3-8.	In 2022-2023, 24.72% of all students met/exceeded standard on SBA in ELA in grade 3-8. 11.96% of EL met/exceeded standard on SBA in ELA in grades 3-8. 7.14% of SWD met/exceeded standard on SBA in ELA in grade 3-8.	41% overall students in Grades 3-8 will have met or exceeded standards on the 2024 Math Assessment 17% of English Learner students in Grades 3-8 will have met or exceeded standards on the 2024 Math Assessment 6% of students with disabilities in Grades 3-8 will have met or exceeded standards on the 2024 Math Assessment

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		SBA in ELA in grade 3-8.			
3. 100% of students in the school district will have sufficient access to the standards -aligned instructional materials	100% of students have sufficient access to the standards aligned instructional materials in 2020-21 (per School Accountability Report Card).	100% of students have sufficient access to the standards aligned instructional materials in 2021-2022. (per School Accountability Report Card).	100% of students have sufficient access to the standards aligned instructional materials in 2022-2023. (per School Accountability Report Card).	100% of students have sufficient access to the standards aligned instructional materials in 2023-2024. (per School Accountability Report Card).	100% of students will have sufficient access to the standards aligned instructional materials (per School Accountability Report Card).
4. The percentage of students in Grade 11 who demonstrate college readiness will increase by 3% annually in ELA and Mathematics, as measured by the Early Assessment Program	2018-19 is the most recent Smarter Balanced Assessment data available: 15.7% of 11th grade students Exceeded Standards in ELA and earned an exemption from the CSU Placement Test Requirement. 35.3% of 11th grade students Met Standard in ELA, demonstrating to be Conditionally Ready for college-level course work.	2021-2022 Smarter Balanced Assessment window is April 25 - May 31, 2022. Data will be analyzed for all sub groups including English Learners and Students with Disabilities. 11th grade data will be extracted to determine the percent of students who meet/exceed standards in ELA and Math and earn an exemption from the CSU placement test.	Data Quest release 2021-2022 19.72% of 11th grade students Exceeded Standards in ELA and earned an exemption from the CSU Placement Test Requirement. 25.95% of 11th grade students Met Standard in ELA, demonstrating to be Conditionally Ready for college-level course work. 5.48% of 11th grade students Exceeded Standards in Math	Data Quest release 2022-2023 17.07% of 11th grade students Exceeded Standards in ELA and earned an exemption from the CSU Placement Test Requirement. 33.45% of 11th grade students Met Standard in ELA, demonstrating to be Conditionally Ready for college-level course work.	18.7% of 11th grade students will have Exceeded Standards in ELA and earned an exemption from the CSU Placement Test Requirement. 38.3% of 11th grade students will have Met Standard in ELA, demonstrating to be Conditionally Ready for college-level course work. 7.4% of 11th grade students will have Exceeded Standards in Math and earned an exemption from the

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	4.4% of 11th grade students Exceeded Standards in Math and earned an exemption from the CSU Placement Test Requirement. 17.9% of 11th grade students Met Standard in Math, demonstrating to be Conditionally Ready for college-level course work.	• ---------- ---------- -------- In 2020-2021 23.5% of 11th grade students Exceeded Standards in ELA and earned an exemption from the CSU Placement Test Requirement. 29.95% of 11th grade students Met Standard in ELA, demonstrating to be Conditionally Ready for college-level course work. 5.19% of 11th grade students Exceeded Standards in Math and earned an exemption from the CSU Placement Test Requirement. 17.45% of 11th grade students Met Standard in Math, demonstrating to be Conditionally Ready for college-level course work. The Early Assessment Program data is	and earned an exemption from the CSU Placement Test Requirement. 13.70% of 11th grade students Met Standard in Math, demonstrating to be Conditionally Ready for college-level course work.	4.90% of 11th grade students Exceeded Standards in Math and earned an exemption from the CSU Placement Test Requirement. 11.89% of 11th grade students Met Standard in Math, demonstrating to be Conditionally Ready for college-level course work.	CSU Placement Test Requirement. 20.9% of 11th grade students will have Met Standard in Math, demonstrating to be Conditionally Ready for college-level course work.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		currently not available on Data Quest for 2021-2022. • ---------- ---------- ------ Data Quest release 2021-2022 19.72% of 11th grade students Exceeded Standards in ELA and earned an exemption from the CSU Placement Test Requirement. 25.95% of 11th grade students Met Standard in ELA, demonstrating to be Conditionally Ready for college-level course work. 5.48% of 11th grade students Exceeded Standards in Math and earned an exemption from the CSU Placement Test Requirement. 13.70% of 11th grade students Met Standard in Math, demonstrating to be Conditionally Ready			

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		for college-level course work.			
5. The percentage of English Learners demonstrating one English Language Proficiency Indicator (ELPI) level will increase 1% annually.	2018-19 is the most recent ELPAC data available: 48.1% of English Learners are making progress towards English language proficiency and have progressed at least one ELPI level (as per ELPAC results)	Students are in the process of completing the Summative ELPAC Exam. Scores will be made available for the expected date in June 2022. • ---------- In 2021-2022 57% of English Learners are making progress towards English language proficiency and have progressed at least on ELPI level (as per ELPAC results) • ---------- Dashboard Release Update 55.1% of English Learners are making progress towards English language proficiency and have	Dashboard Release Update 55.1% of English Learners are making progress towards English language proficiency and have progressed at least on ELPI level (Dashboard)	December 15, 2023 Dashboard Release Update: 40.3% of English Learners are making progress towards English language proficiency and have progressed at least one ELPI level.	51.1% of English Learners will have made progress towards English language proficiency and have progressed at least one ELPI level (as per ELPAC results)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		progressed at least on ELPI level (Dashboard)			
6. Reclassification rates will increase by 1% annually.	92 students were reclassified in 2019-20 (5% of English Learners with a previous score) (per CALPADS Reporting).	In 2021-2022 4% of the English learners were reclassified (per CALPADS Reporting).	In 2021-2022 4% of the English learners were reclassified (per CALPADS Reporting).	In 2022-2023 5% of the English learners were reclassified (per CALPADS Reporting).	8% of English Learners will be reclassified in 2024 (per CALPADS Reporting).
7. The percentage of all students, English Learners, and Student with Disabilities who successfully complete courses that satisfy UC or CSU A-G entrance requirements will increase by 1% annually. Metric: California School Dashboard The percentage of all students, English Learners, and Students with Disabilities who successfully complete a program of study aligned with state board approved	2019-2020 49.6% of graduates completed UC/CSU requirements 29.1% of English Learner graduates completed UC/CSU requirements 10% of Students with Disability graduates completed UC/CSU requirements (per CALPADS reporting). 63.2% (168) graduates were CTE Completer 51.6% English Learners were CTE Completer	The 2021-2022 percentage of all students, English Learners, and Student with Disabilities who successfully complete courses that satisfy UC or CSU A-G requirements will be available August 2022. • ---------- ---------- ---------- In 2020-2021, 39.3% OHS Graduates met the UC/CSU requirements 17% of English Learner graduates completed UC/CSU requirements	In In 2021-2022, 41% (117) Graduates met the UC/CSU requirements. 20.3% (23) of English Learner graduates completed UC/CSU requirements 9.5% (2) of Students with Disability graduates completed UC/CSU requirements/(per CALPADS reporting). 42.3% graduates were CTE Completers 25.3% English Learners were CTE Completers	In 2022-2023, 35.4% Graduates met the UC/CSU requirements. 17% of English Learner graduates completed UC/CSU requirements 3.3% of Students with Disability graduates completed UC/CSU requirements/(per CALPADS reporting). 46% graduates were CTE Completers	52.6% of graduates will have completed UC/CSU requirements 32.1% of English Learner graduates will have completed UC/CSU requirements 13% of Students with Disability graduates will have completed UC/CSU requirements. 66.2% of all graduates will be CTE Completer 54.6% English Learners will be CTE Completer 3% Students with Disabilities will be CTE Completers

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Career Technical Educational Standards and framework will increase 1% annually.	0% Students with Disabilities were CTE Completer (per CALPADS reporting).	4.5% of Students with Disability graduates completed UC/CSU requirements (per CALPADS reporting). 53.4% (126) graduates were CTE Completers 34% English Learners were CTE Completer 26.7% Students with Disabilities were CTE Completers (per CALPADS reporting). • ---------- updated In 2021-2022, 41% (117) Graduates met the UC/CSU requirements. 20.3% (23) of English Learner graduates completed UC/CSU requirements 9.5% (2) of Students with Disability graduates completed UC/CSU requirements/(per CALPADS reporting).	23.8% Students with Disabilities were CTE Completer	47.6% English Learners were CTE Completers 45.8% Students with Disabilities were CTE Completers	(per CALPADS reporting).

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		42.3% graduates were CTE Completers 25.3% English Learners were CTE Completer 23.8% Students with Disabilities were CTE Completers (per CALPADS reporting).			
8. The percentage of students who passed at least one Advanced Placement (AP) examination with a score of 3 or higher will increase annually by 1%.	49% of students tested, passed at least one AP exam with a score of 3 or higher in 2019-20. (as per College Board AP Exam Results).	AP Exams are being administered in May and results are expected in July 2022. • ---------- ---------- --- In 2021-2022 26% of student tested passed at least one AP exam with a score of 3 or higher. (as per College Board AP Exam Results).	In 2021-2022 26% of student tested passed at least one AP exam with a score of 3 or higher. (as per College Board AP Exam Results).	In 2022-2023 22% of student tested passed at least one AP exam with a score of 3 or higher. (as per College Board AP Exam Results).	52% of students tested will have passed at least one AP exam with a score of 3 or higher in 2024. (as per College Board AP Exam Results).
9. The percentage of students (all and English Learners) meeting/exceeding grade level reading proficiency in second grade will increase by	32% of all 2nd grade students were on or above grade level in March of 2021 and 16% of 2nd grade English Learner students were on or	34% of all 2nd grade students were on or above grade level in March 2022 and 28% of 2nd grade English Learner students were on or above grade	37% of all 2nd grade students were on or above grade level in June 2022 and 14% of 2nd grade English Learner students were	45% of all 2nd grade students were on or above grade level in June 2023 and 33% of 2nd grade English Learner students were	89% of all 2nd grade students will be on or above grade level in 2024 and 73% of 2nd grade English Learner students will be on or

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
19% annually as measured by the Fountas and Pinnell Benchmark Assessment System.	above grade level in March of 2021.	level in March of 2022. • ---------- Updated to June administration (Power BI) 37% of all 2nd grade students were on or above grade level in June 2022 and 14% of 2nd grade English Learner students were on or above grade level in June of 2022.	on or above grade level in June of 2022.	on or above grade level in June of 2023.	above grade level in March of 2024.
10. The percentage of male students who are suspended will reduce by .5% annually.	5.9% Suspension Rate of male students in 2019-20 (per CALPADS Suspension Report)	The male Suspension Rate for 2021-2022 will be made available in June 2022. • ---------- In 2021-2022 The male Suspension Rate was 6.3%. (per CALPADS Suspension Report-unduplicated) • ----------	2021-2022 The male Suspension Rate was 6.7%. (per CALPADS Suspension Report-unduplicated)	2022-2023 The male Suspension Rate was 6.1%. (per CALPADS Suspension Report-unduplicated)	Suspension Rate will be 4.4% in 2024. (per CALPADS Suspension Report)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Official 2021-2022 The male Suspension Rate was 6.7%. (per CALPADS Suspension Report-unduplicated)			
11. A minimum of 95% of all students, including all significant subgroups (English Learners and Students with Disabilities) will graduate.	In 2019-20, 89.6% of students in cohort graduated, 80.4% of English Learners in cohort graduated, and 71.4% of Student with Disabilities in cohort graduated. (per CALPADS Graduation Cohort Report)	The 2021-2022 percentage of all students, English Learners, and Student with Disabilities who graduated will be available August 2022. • ---------- In 2020-2021- (Updated Data) 98.4% (86.6%) of students in cohort graduated, 98.1% of English Learners in cohort graduated, and 88.2% (?) of Students with Disabilities in the cohort graduated (per CALPADS Graduation Cohort Report). • ----------	In 2021-2022 updated Dashboard 93.3% of students in cohort graduated, 87.6% of English Learners in cohort graduated, and 85.7% of Students with Disabilities in the cohort graduated (per CALPADS Graduation Cohort Report).	In 2022-2023 updated Dashboard 92.8% of students in cohort graduated, 88.6% of English Learners in cohort graduated, and 80% of Students with Disabilities in the cohort graduated (per CALPADS Graduation Cohort Report).	95% of all students in cohort will graduate, 95% of English Learners in cohort will graduate and 95% of Student with Disabilities in cohort will graduate (per CALPADS Graduation Cohort Report).

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		In 2021-2022 updated Dashboard 93.3% of students in cohort graduated, 87.6% of English Learners in cohort graduated, and 85.7% of Students with Disabilities in the cohort graduated (per CALPADS Graduation Cohort Report).			
12, The Dropout Rate at the middle school will remain 0% and the rate at the high school will reduce by 1% annually.	The cohort dropout rate for 2019-2020 cohort was 10.4% (per CALPADS Report) There were no dropouts in middle school.	Last Middle School Dropout data noted on Data Quest was in 2016-2017. High School Dropout rate will be available August 2022. • ---------- 2020-2021 Cohort Dropout rate was 4.1% at the high school level. (per Dataquest-Dropout Report)	2020-2021 Cohort Dropout rate was 4.1% at the high school level. (per Dataquest-Dropout Report)	2022-2023 Cohort Dropout rate was 5.4% at the high school level.	Maintain a 0% dropout rate at middle school and reduce the high school dropout rate by 1%. (per CDE-Dropout Report)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
13. 100% of students in grades K-12 will have the opportunity to engage in college and career work based learning activities and events.	In 2019-20, 100% of students completed a College and Career unit in each grade level span. 50% of students in grade 4-12 conducted one college study trip. (per Work Based Continuum Plan).	In 2021-2022, 100% of students in each K-5 participated in college and career work based learning activities and events. In 2021-2022, 100% of students in 6-12 grade participated in college and career work based learning activities and events. (per Work Based Continuum Plan).	In 2022-2023, 100% of students in each K-5 participated in college and career work based learning activities and events.	In 2022-2023, 100% of students in each K-5 participated in college and career work based learning activities and events.	100% of students will have the opportunity to complete a college and career unit and 100% of each grade level span will conduct one college study trip. (per Work Based Continuum Plan).
14. The percentage of cohort students in Grades 5, 7, 9 and 11 reporting School Connectedness will increase 5% overall and by sub- group as self- identified bi-annually.	The School Climate Report Card for the middle school showed a growth of 148 points in school climate (372 SCI score) and 81 points in the high school (365 SCI score). • ---------- In 2021-22 (incorrect date: update to 2020-2021)	The CHKS is scheduled for completion by the end of May 2022. The data results will be made available in June. • ---------- In 2021-22 Elementary District Wide Data 69% of 5th grade students in 2022 reported feeling	In 2021-22 Elementary District Wide Data 69% of 5th grade students in 2022 reported feeling connected to school. Secondary District Wide Data 48% of 7th grade students in 2022 feel connected to school.	In 2022-2023 Elementary District Wide Data 76%of 5th grade students in 2023 reported feeling connected to school. Secondary District Wide Data 40% of 7th grade students in 2023 feel connected to school.	In 2024 78% of 5th grade students will be reporting feeling connected to school Secondary District Wide Data 58% of 7th grade students will be reporting feeling connected to school. 52% of 9th grade students will be

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Elementary District Wide Data 73% of 5th grade students in 2021 reported feeling connected to school Secondary District Wide Data 53% of 7th grade students in 2021 feel connected to school. 47% of 9th grade students in 2021 feel connected to school 59% of 11th grade students in 2021 feel connected to school. (per California Healthy Kids Survey (CHKS))	connected to school. Secondary District Wide Data 48% of 7th grade students in 2022 feel connected to school. 40% of 9th grade students in 2022 feel connected to school. 49% of 11th grade students in 2022 feel connected to school. (per California Healthy Kids Survey (CHKS))	40% of 9th grade students in 2022 feel connected to school. 49% of 11th grade students in 2022 feel connected to school. (per California Healthy Kids Survey (CHKS))	47% of 9th grade students in 2023 feel connected to school. 53% of 11th grade students in 2023 feel connected to school. (per California Healthy Kids Survey (CHKS)	reporting feeling connected to school 64% of 11th grade students will be reporting feeling connected to school. (per California Healthy Kids Survey (CHKS))
15. School attendance rates will be 98% or greater.	Districtwide Attendance Rate for 2019-20 was 96.1%. (per P2 Attendance Report)	Districtwide Attendance Rate for 2021-22 was 90.6%. (per P2 Attendance Report)	Districtwide Attendance Rate for 2021-22 was 90.6%. (per P2 Attendance Report)	Districtwide Attendance Rate for 2022-2023 was 91.39%. (per P2 Attendance Report)	Attendance Rate will be 98% in 2024. (per P2 Attendance Report)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
16. The percentage of students who are chronically absent will reduce by at least 1% each year.	The percent of students chronically absent was 9.0% in 2018-19. (per CALPADS End of Year Report).	The percent of students chronically absent will be available in July 2022. • ---------- The percent of students chronically absent was 22.6% in 2021-22 (per CALPADS End of Year Report). • ---------- Updated Dashboard The percent of students chronically absent was 28.4% in 2021-22 (per CALPADS End of Year Report).	The percent of students chronically absent was 28.4% in 2021-22 (per CALPADS End of Year Report).	The percent of students chronically absent was 18.8% in 2022-2023 (per CALPADS End of Year Report).	The percent of students chronically absent will be 6% in 2024 (per CALPADS End of Year Report).
17. Student expulsion rates will remain below .4% (2018--19 baseline).	The Expulsion Rate in 2018-19 was .44%. (per CALPADS End of Year Report)	The Expulsion Rate in 2021-22 was below 1%. (per CALPADS End of Year Report)	The Expulsion Rate in 2021-22 was below 1%. (per CALPADS End of Year Report)	The Expulsion Rate in 2022-2023 was below 1%. (per CALPADS End of Year Report)	Student expulsion rate will be less than 1% in 2024. (per CALPADS End of Year Report)
18. The percent of Long--Term English Learners	48.1% of English Learners are making progress towards	Students are in the process of completing the Summative	In 2021-2022 14.1% (119/843) of LTEL (students	In 2022-2023 14.4% (103/715) of LTEL (students	51.1% of English Learners will be making progress

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
demonstrating English Language proficiency on the state English proficiency test will increase by 2% annually.	English language proficiency and have progressed at least one ELPI level in 2018- 2019 no data available for LTEL on ELPAC No data available for 2019-2020 (per DATA Quest)	ELPAC Exam. Scores will be made available in June 2022. (per ELPAC Results) • ---------- In 2020-2021 5.49% of LTEL demonstrated English Language proficiency on the state English Proficiency test. (per DATA Quest) • ---------- In 2021-2022 14.1% (119/843) of LTEL (students identified as EL for more than 5 years) demonstrated English Language proficiency on the state English Proficiency test in 2022	identified as EL for more than 5 years) demonstrated English Language proficiency on the state English Proficiency test in 2022	identified as EL for more than 6 years) demonstrated English Language proficiency on the state English Proficiency test in 2023	towards English language proficiency and will have progressed one ELPI level (per DATA Quest)
19. Student suspension rates will decline or decline significantly as measured on the CALPADS Report.	5.6% Suspension Rate in 2018-2019. (per CALPADS End of Year Report).	The Suspension Rate for 2021-2022 will be made available in June 2022. • ----------	In 2021-2022 The Suspension Rate was 4.4% (per 2022 Dashboard).	In 2022-2023 the suspension rate was 4.9%. (per 2023 Dashboard).	Student Suspension rate will be less than 5% in 2024 (per CALPADS End of Year Report).

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		In 2021-2022 The Suspension Rate was 4.4% (per 2022 Dashboard).			
20. Access to a Broad Course of Study for Students with Disabilities will remain high (not dropping below baseline data). updated 12/16/22- change data reporting as CDE updated APR target and reporting options LRE Rate: 5a: In Regular Class more that 80%- =67% 5b: In Regular Class less than 40%- = 13.5%	92% of SWD participated in LRE regular classes in 2019-20 (per Performance Indicator Review (LRE) data)	The 2021-22 Annual Performance Report (APR) is prepared by CDE in July 2022. • ---------- In 2020-2021 87% of SWD participated in LRE regular classes as reported in the Annual Performance Report (APR) prepared by CDE in July 2021 (per Performance Indicator Review (LRE) data). • ---------- change data reporting as CDE updated APR target and reporting options LRE Rate: 5a: In Regular Class more that 80%- 60.3%	APR target and reporting options LRE Rate: 5a: In Regular Class more that 80%- 60.3% 5b: In Regular Class less than 40%- 8.7	APR target and reporting options LRE Rate: 5a: In Regular Class more that 80%- 76.45% 5b: In Regular Class less than 40%- 12.19%	92% of SWD will have participated in LRE regular classes (per Performance Indicator Review (LRE) data)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		5b: In Regular Class less than 40%- 8.7			
21. The percentage of all students, English Learners, and Students with Disabilities will improve 1% annually, as determined by the Smarter Balanced Assessment (SBA) in English Language Arts (ELA) and Math in grade 11.	2018-19 is the most recent Smarter Balanced Assessment data available: 51% overall students in Grades 11 met or exceeded standards in 2019 on the ELA Assessment 18.6% of English Learner students in Grade 11 met or exceeded standards in 2019 on the ELA Assessment 11.8% of students with disabilities in Grade 11 met or exceeded standards in 2019 on the ELA Assessment 22% overall students in Grades 11 met or exceeded standards in 2019 on the Math Assessment 3% of English Learner students in Grade 11	2021-2022 Smarter Balanced Assessment window is April 25 - May 31, 2022. Data will be analyzed for all sub groups including English Learners and Students with Disabilities. • ---------- In 2020-2021 32.56% overall students in Grades 11 met or exceeded standards on the ELA Assessment 7.04% of English Learner students in Grade 11 met or exceeded standards on the ELA Assessment 0% of students with disabilities in Grade 11 met or exceeded standards on the ELA	In 2021-2022 45.6% overall students in Grades 11 met or exceeded standards on the ELA Assessment 7.23% of English Learner students in Grade 11 met or exceeded standards on the ELA Assessment 11.56% of students with disabilities in Grade 11 met or exceeded standards on the ELA Assessment (per Smarter Balanced Assessment). 19.18% overall students in Grades 11 met or exceeded standards on the Math Assessment 0% of English Learner students in Grade 11 met or exceeded	In 2022-2023 50% overall students in Grades 11 met or exceeded standards on the ELA Assessment 11% of English Learner students in Grade 11 met or exceeded standards on the ELA Assessment 17% of students with disabilities in Grade 11 met or exceeded standards on the ELA Assessment (per Smarter Balanced Assessment). 17% overall students in Grades 11 met or exceeded standards on the Math Assessment 3% of English Learner students in Grade 11 met or exceeded	54% overall students in Grades 11 will have met or exceeded standards in 2024 on the ELA Assessment 21.6% of English Learner students in Grade 11 will have met or exceeded standards in 2024 on the ELA Assessment 14.8% of students with disabilities in Grade 11 will have met or exceeded standards in 2024 on the ELA Assessment 25% overall students in Grades 11 will have met or exceeded standards in 2024 on the Math Assessment 6% of English Learner students in Grade 11 will have met or exceeded standards in 2024 on the Math Assessment

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	met or exceeded standards in 2019 on the Math Assessment 0% of students with disabilities in Grade 11 met or exceeded standards in 2019 on the Math Assessment	Assessment (per Smarter Balanced Assessment). 14.99% overall students in Grades 11 met or exceeded standards on the Math Assessment 0% of English Learner students in Grade 11 met or exceeded standards on the Math Assessment 0% of students with disabilities in Grade 11 met or exceeded standards in 2019 on the Math Assessment (per Smarter Balanced Assessment). • ---------- ---------- --------- In 2021-2022 45.6% overall students in Grades 11 met or exceeded standards on the ELA Assessment 7.23% of English Learner students in Grade 11 met or	standards on the Math Assessment 0% of students with disabilities in Grade 11 met or exceeded standards in 2019 on the Math Assessment (per Smarter Balanced Assessment).	standards on the Math Assessment 4% of students with disabilities in Grade 11 met or exceeded standards in 2023 on the Math Assessment (per Smarter Balanced Assessment).	3% of students with disabilities in Grade 11 will have met or exceeded standards in 2024 on the Math Assessment

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		exceeded standards on the ELA Assessment 11.56% of students with disabilities in Grade 11 met or exceeded standards on the ELA Assessment (per Smarter Balanced Assessment). 19.18% overall students in Grades 11 met or exceeded standards on the Math Assessment 0% of English Learner students in Grade 11 met or exceeded standards on the Math Assessment 0% of students with disabilities in Grade 11 met or exceeded standards in 2019 on the Math Assessment (per Smarter Balanced Assessment).			
22. Access to a Broad Course of Study for	100% of all students and unduplicated	In 2021-2022	In 2022-2023	In 2023-2024, 100% of students and	100% of all students and unduplicated

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
students and unduplicated students.	students participated in a broad course of study in 2020-21 (per Master Schedule Bell Schedule Student Course Schedules).	100% of all students and unduplicated students participated in a broad course of study (per Master Schedule Bell Schedule Student Course Schedules).	100% of all students and unduplicated students participated in a broad course of study (per Master Schedule Bell Schedule Student Course Schedules).	unduplicated students are participating in a broad course of study (per Master Schedule Bell Schedule Student Course Schedules).	students will have participated in a broad course of study in 2024. (per Master Schedule Bell Schedule Student Course Schedules).

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.

During the 2023-2024 school year, there were no significant differences between the planned actions outlined in Goal 1 and their actual implementation. The district engaged in a structured communication and collaboration process to ensure alignment and progress. District Administration conducted regular meetings, including weekly Cabinet meetings and bi-monthly sessions with Directors, Administrators, and Principals, where they discussed the status of implementing actions outlined in the Local Control and Accountability Plan (LCAP). Additionally, the Assistant Superintendent and Director of Student Services held monthly meetings with Principals to delve deeper into action implementation and expenditure statuses related to LCAP, categorical programs, and grants.

Success included:
1. Enhanced school safety and positive behavior support through additional staff (Action 1.1).
2. Improved intervention services for struggling students, including summer school and after-school programs (Action 1.4).
3. Increased college and career readiness support through dedicated staff and CTE courses (Action 1.6).
4. Expanded mental health and social-emotional support with additional psychologists, counselors, and LVNs (Action 1.10).
5. Broader course offerings in visual and performing arts (Action 1.11).
6. Improved physical education and athletic programs (Action 1.13).
7. Enhanced support for English Learners through bilingual aides and staff (Actions 1.5 and 1.15).

Challenges:

1. Balancing the need for intervention with maintaining a broad course of study for all students.
2. Recruiting and retaining qualified staff for specialized positions like psychologists and speech therapists (Action 1.10).
3. Ensuring equitable access to enrichment programs like GATE across all student groups (Action 1.12).

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.

During the 2023-2024 school year, the following actions had material differences in budgeted and estimated expenditures:
Goal 1, Action 1.1: Material difference due to increase of cost of staff salaries, benefits, and health/welfare benefits.
Goal 1, Action 1.2: Material difference due to lower students enrollment throughout the district.
Goal 1, Action 1.3: No material differences were observed for this action.
Goal 1, Action 1.4: Based on internal projections, the Intervention for Students anticipates that the majority of funds will be spent by the end of June
Goal 1, Action 1.5: No material differences were observed for this action.
Goal 1, Action 1.6: Material differences driven by staffing vacancies
Goal 1, Action 1.7: Material differences due to restructuring of the Men's and Women's Alliance classes to ensure equity.
Goal 1, Action 1.8: The increase of expenditures are due to salary increases.
Goal 1, Action 1.9: The increase of expenditures are due to additional support for attendance awareness.
Goal 1, Action 1.10: Material differences driven by staffing vacancies.
Goal 1, Action 1.11: Material differences driven by staffing vacancies.
Goal 1, Action 1.12: No material differences were observed for this action.
Goal 1, Action 1.13: The increase of expenditures are due to salary increases, student insurance cost increase.
Goal 1, Action 1.14: Material differences driven by staffing vacancies.
Goal 1, Action 1.15: No material differences were observed for this action.

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

In assessing the effectiveness of the actions in making progress toward the goal 1, the following actions were effective.
Action 1.1: Safe and Supportive Environment (PBIS) to Engage Students, reduction in behavioral incidents and an increase in attendance indicate effective use of safe and supportive environment.
Action 1.2: Supplemental Instructional Materials, Increased test scores and improved reading levels indicate effective use of supplemental materials.
Action 1.3: Early Education Support for Children 0-5 Years of Age, increased kindergarten readiness (Metric will be added for next cycle)

Action 1.4: Intervention for Students Not Yet at Standard, Improved test scores and regular attendance in intervention programs reflect effectiveness.
Action 1.5: Provide Literacy and Individualized Support, Effectiveness: Higher reading levels and improved EL proficiency indicate success.
Action 1.6: College and Career Readiness, student involvement in college and career activities indicate effectiveness.
Action 1.7: Individualized Support to Underachieving Males and Females, lower dropout rates indicate effectiveness.
Action 1.8: Reading Intervention and Acceleration Services, Higher reading levels and consistent progress in interventions indicate success.
Action 1.9: Support to Improve Pupil Attendance and Positive Behavior, Improved attendance and fewer behavioral incidents indicate success.
Action 1.10: Provide Wrap Around Services to Support Student Learning, improved academic performance indicate success.
Action 1.11: Provide Broad Course of Study, High participation and positive feedback on LCAP surveys indicate success.
Action 1.12: Provide Enrichment Services, improved academic performance indicate success.
Action 1.13: Provide Opportunities for Co-Curricular Programs, student connectedness in schools (metric will be added for next cycle)
Action 1.14: Provide Support to Family Education Services, High participation rate in family education program and positive feedback indicate effectiveness.
Action 1.15: English Learner Support for English Proficiency, higher reclassification rates indicate effectiveness.

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.

After reflections and data analysis of the current and prior year's practice, the following has been changed:

Goal: The goal has not been changed

Metrics: Several metrics has been changed or added to monitor actions with more clarity for the upcoming LCAP cycle. When data is available for student groups (All, Socioeconomically Disadvantaged, Students with Disabilities, English Learners, Long Term English Learners, Hispanic, Filipino, Foster Youth, Homeless) it will be report in the metric. Schools site data will also be reported out for attendance and parent participation metrics.

Metric 1: Access to standards- aligned materials Source: Textbook Sufficiency Resolution
Metric 2: Implementation of academic content and performance standards for all students, including how English Learners will access CCSS and ELD Standards Source LCFF Priority 2 Self Reflection Tool
Metric 3: Smarter Balanced Results Distance from Standard (DFS) Met in ELA Source: CA Dashboard
Metric 4: Smarter Balanced Results Distance from Standard (DFS) Met in Mathematics Source: CA Dashboard
Metric 5: CAASPP/CAA Assessments for Science met or exceeded Source: California Assessment of Student Performance and Progress
Metric 6: Percentage of Students who have successfully completed A-G Requirements Source: CA Dashboard College/Career Levels & Measures Report

Metric 7: Percentage of pupils who have successfully completed CTE Courses from an approved career pathway. Source: CA Dashboard College/Career Levels & Measures Report
Metric 8: Percentage of Pupils who have successfully completed at least one college credit course Source: CA Dashboard College/Career Levels & Measures Report
Metric 9: Percentage of students who met each of the measures in the College and Career Indicator “Prepared” and “Approaching” Levels” Source: CA Dashboard College/Career Levels & Measures Report
Metric10:Percentage of pupils who are awarded the Seal of Biliteracy Source: CA Dashboard College/Career Levels & Measures Report
Metric 11: Percentage of English Learners who progress in English Proficiency (as measured by ELPAC)
Metric 12: English Learner Reclassification Rate Source: Dataquest
Metric 13:Percentage of students passing AP exams with a score of 3 or higher Source:CA Dashboard College/Career Levels & Measures Report
Metric 14: Number of Student who are prepared for college by the Early Assessment Program
Metric 15:Attendance Rates Source: School Site Monthly Attendance Report
Metric 16: Chronic absenteeism rates Source:CA Dashboard
Metric 17: High School dropout rates Source: CA Dashboard
Metric 18: Middle School dropout rates Source: CA Dashboard
Metric 19: High School graduation rates Source: CA Dashboard
Metric 20: Suspension rates Source: Ca Dashboard
Metric 21: Expulsion rates Source: Data Quest
Metric 22:Sense of school connectedness Source: CA Healthy Kids Survey
Metric 23: Broad Course of Study Source: Aeries Master Schedule
Metric 24: Extra Curricular Activities Source: Athletic Director Participation Report
Metric 25: Percentage of 2nd graders reading on and above grade level Source: Fountas and Pinnel
Metric 26: College and Career Work Based Learning Activities Provided to K-12 Students
Metric 27: Parent Engagement Report Source: Monthly Site Parent Involvement Report
Metric 28: Gate Students Source: Aeries Query
Metric 29: Early Literacy and Language Development Source: DRDP Data

Two additional actions have been added for the 2024-2025 LCAP to support.

Action 1.7 has been changed to support all at promise students through 6-12 grade.
Action 1.16 Restorative Practices has been added. This non contributing actions will focus on a substantial reduction in the suspension rate at Lovell and Orosi high schools, as well as the wider District. This action will emphasis supporting students in foster care, those from low-income backgrounds, and English Learners.
Action 1.17 Differentiated Local Supports for Students has been added. This non contributing action will prioritize support for students underperforming on the Math CASSPP assessment, particularly focusing on homeless youth, Hispanic communities, and socioeconomically disadvantaged pupils at El Monte Middle School.

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	Build human capacity by investing in training, coaching, and setting expectations for students, parents, staff and the Board to support student achievement.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1. 100% of COJUSD teachers will meet district, state and federal highly qualified criteria.100% of teachers will be appropriately assigned.	In 2020-2021, 80% of teachers are fully credentialed and 26 misassignments Metric: Personnel Report	In 2021-2022, 86% of teachers are fully credentialed and 14 misassignments Metric: Personnel Report	In 2022-2023, 85% of teachers were fully credentialed and 0 misassignments. Metric: Personnel Report	In 2022-2023, 85% of teachers were fully credentialed and 0 misassignments. Metric: Personnel Report	In 2023-24, 100% of COJUSD teachers will meet district, state and federal highly qualified criteria.100% of teachers will be appropriately assigned and there will be 0 misassignments. Metric: Personnel Report
2. Increase the percentage of teachers who receive actionable feedback on providing rigorous, high- quality instruction aligned to state standards.	In 2020-2021, 100% of teachers received feedback and support to improve effectiveness in providing rigorous high quality instruction aligned to the new State Standards	In 2021-2022 100% of teachers received feedback and support to improve effectiveness in providing rigorous high quality instruction aligned to the new State Standards.	in 2022-2023 100% of teachers received feedback and support to improve effectiveness in providing rigorous high quality instruction aligned to the new State Standards.	in 2023-2024 100% of teachers received feedback and support to improve effectiveness in providing rigorous high quality instruction aligned to the new State Standards.	In 2023-24, 100% of teachers will receive feedback and support to improve effectiveness in providing rigorous high quality instruction in 2024. (per Actionable Feedback and Annual Staff Survey)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	(per Actionable Feedback and Annual Staff Survey)	(per Actionable Feedback and Annual Staff Survey)	(per Actionable Feedback and Annual Staff Survey)	(per Actionable Feedback and Annual Staff Survey)	
3. Increase the total number of parents/guardian attendees who participate in school -home partnerships and engage in learning to support student achievement, including parents of English learners and students with disabilities by 200.	In 2020-2021, there were a total of 5,296 attendees at parents trainings up until March 13, 2020. (per Parent Engagement Report)	There were a total of 5,707 attendees at parents trainings that attended trainings in 2021-2022. (per Parent Engagement Report)	in 2022-2023, there were a total of 8,478 attendee at parent training in 2022-2023. (per Parent Engagement Report)	There were a total of 9,015 attendees at parents trainings that attended trainings in 2023-2024. (per Parent Engagement Report)	In 2023-24, there will be 6,885 of parent attendees who participate in school home partnerships and engage in learning to support student achievement in 2024. (per Parent Engagement Report)
4. To support the Goal of the district, 100% of both certificated and classified staff will receive a minimum of 2 days of professional learning each year on topics selected by staff and administration.	In 2020-2021, all certificated and classified staff receive two days of professional learning in 2020-21. (per Calendar and Staff Surveys)	In 2021-2022, all certificated and classified staff receive two days of professional learning in 2021-22. (per Calendar and Staff Surveys)	In 2022-2023, all certificated and classified staff receive two days of professional learning in 2022-2023. (per Calendar and Staff Surveys)	In 2023-2024 all certificated and classified staff receive two days of professional learning in 2023-2024.. (per Calendar and Staff Surveys)	In 2023-24, 100% of staff will receive a minimum of 2 days of professional learning each year to both classified and certificated staff on topics selected by staff and administration to support goals of the district in 2024. (per Calendar and Staff Surveys)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
5. 100% of parents/guardians of SWD will provide input on the development of the IEPs as measured by SEIS parent signature data.	In 2020-2021,100% of parents/guardians of SWD provided input on the development of the IEPs as measured by SEIS parent signature data in 220-21 (per SEIS parent signature data).	In 2021-2022, 100% of parents/guardians of SWD provided input on the development of the IEPs as measured by SEIS parent signature data in 2021-22 (per SEIS parent signature data).	In 2022, 100% of parents/guardians of SWD provided input on the development of the IEPs as measured by SEIS parent signature data in 2022-2023 (per SEIS parent signature data).	In 2023, 100% of parents/guardians of SWD provided input on the development of the IEPs as measured by SEIS parent signature data in 2023-2024(per SEIS parent signature data).	In 2023-24, 100% of parents/guardians of SWD will have provided input into the development of the IEPs (per SEIS parent signature data)

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.

During the 2023-2024 school year, there were no significant differences between the planned actions outlined in Goal 2 and their actual implementation. The district engaged in a structured communication and collaboration process to ensure alignment and progress. District Administration conducted regular meetings, including weekly Cabinet meetings and bi-monthly sessions with Directors, Administrators, and Principals, where they discussed the status of implementing actions outlined in the Local Control and Accountability Plan (LCAP). Additionally, the Assistant Superintendent and Director of Student Services held monthly meetings with Principals to delve deeper into action implementation and expenditure statuses related to LCAP, categorical programs, and grants. Successes and challenges for this goal included:
1. Improved Teacher Retention and Quality(Action 2.1)
2. Strengthened SEL and Crisis Prevention and Teacher Quality (Action 2.2)
3. Increased parent involvement districtwide (Action 2.5)

Challenges included
1, Measuring impact of parent involvement (Action 2.5)

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.

During the 2023-2024 school year, the following actions had material differences in budgeted and estimated expenditures:
Goal 2, Action 2.1: increase in the number of new teacher needing mentoring support.
Goal 2, Action 2.2: No material difference was noted for this action.
Goal 2, Action 2.3: Increase of salaries, health, and welfare benefits.
Goal 2, Action 2.4: Increase of salaries, health, and welfare benefits.
Goal 2, Action 2.5: Material difference due to staff vacancy.
Goal 2, Action 2.6: No material difference was noted for this action.
Goal 2, Action 2.7: Professional learning was incorporated as part of Action 2.3. Professional learning was provided to staff on English Language Development as part of action 2.3.

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

In assessing the effectiveness of the actions in making progress toward the goal 2, the following actions were effective:
Action 2.1: Provide Mentoring Support to Teachers, This action is effective due to the number of teachers who become fully credentialed and appropriately assigned, indicating that the mentoring program is successful in developing qualified educators.
Action 2.2: Provide Ongoing Training and 2-day Professional Learning This action is effective because of percentage of staff participating in professional learning days indicate the extent to which the district is building capacity among its educators to meet diverse student needs effectively.
Action 2.3: Provide Professional Learning and Instructional Coaching Support, Participation in professional learning days and the effective implementation of academic standards, indicate that teachers are well-prepared to deliver high-quality education resulting in an effective action.
Action 2.4: Provide Categorical Program Staff to Coordinate Supplemental Services, CALPADS reporting reflects well-managed and coordinated programs which indicates effectives of the action.
Action 2.5: Provide Parent Education Opportunities, Increased parental participation and positive parent engagement reports indicate that the district is successfully building capacity through parental involvement.
Action 2.6: Provide Parent Communication, The regular distribution of the district newsletter and positive feedback on communication efforts will indicate successful capacity building in parental engagement.
Action 2.7: Provide Ongoing Professional Learning. This action was provided through action 2.3. In reviewing this action, it shows it was effective due to staff receiving professional learning that is aligned to support English Learns, Low Income, and Foster Youth.

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.

After reflections and data analysis of the current and prior year's practice, the following has been changed:

Goal: The goal has not been changed

Metrics: Several metrics has been changed or added to monitor actions with more clarity for the upcoming LCAP cycle.
Metric 1: Teachers: Fully credentialed and appropriately assigned
Metric 3: Parent Engagement Report (Source: Monthly Site Parent Involvement Report)
Metric 6: Implementation of academic content and performance standards for all students, including how English Learners will access CCSS and ELD Standards Source: LCFF Priority 2 Self Reflection Tool
Metric 8: Quarterly Districts Newsletter

Actions 2.7 will now be incorporated in action 2.3. All services funded through action 2.7 will be provided through action 2.3.

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	Create efficient and effective systems that are innovative, accountable and proactive to support 21st century learning

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1. The district will improve the capacity of the infrastructure as compared to previous years.	In 2020-2021 Upgraded infrastructure include the following: • Additional 3800 series Access Points • Upgraded Cisco equipment • Additional Single Mode Fiber cabling • Implemented Outdoor WiFi on campuses • Additional Cisco VOIP devices (As per IT Report)	In 2021-2022 100% of identified infrastructure has been updated: • All Access Points have been upgraded to 3800 series • Upgraded Cisco equipment (Firewall and Router) • Additional Single Mode Fiber cabling installed • All school have Outdoor WiFi • Additional Cisco VOIP devices	In 2022-2023 100% of identified infrastructure has been updated: • All Access Points have been upgraded to 3800 series • Upgraded Cisco equipment (Firewall and Router) • Additional Single Mode Fiber cabling installed • All school have Outdoor WiFi • Additional Cisco VOIP devices	In 2023-2024 100% of identified infrastructure has been updated: • All Access Points have been upgraded to 3800 series • Upgraded Cisco equipment (Firewall and Router) • Additional Single Mode Fiber cabling installed • All school have Outdoor WiFi • Additional Cisco VOIP devices	The following will be installed Wifi 6 AX wireless network Enclosed racks Upgraded Firewall Firepower System (As per IT Report)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		• Additional single mode fiber added to elementary sites. • Upgraded Core Switch and Core Routers • Upgraded IDFs at new construction wings throughout COJUSD (As per IT Report)	• Additional single mode fiber added to elementary sites. • Upgraded Core Switch and Core Routers • Upgraded IDFs at new construction wings throughout COJUSD (As per IT Report)	• Additional single mode fiber added to elementary sites. • Upgraded Core Switch and Core Routers • Upgraded IDFs at new construction wings throughout COJUSD (As per IT Report)	
2. The district will show evidence of annual replacements of outdated technology, upgraded services, new devices and or new software.	The following identifies the replacement of outdated technology, upgraded services and new devices and or new software during 2019-2020. • 70 replacement devices for staff • 800 replacement	The following identifies the replacement of outdated technology, upgraded services and new devices and or new software for 2021-2022. • 90% replacement devices for staff • 85% replacement	The following identifies the replacement of outdated technology, upgraded services and new devices and or new software for 2022-2023. • 95% replacement devices for staff • 100% replacement	The following identifies the replacement of outdated technology, upgraded services and new devices and or new software for 2023-2024. • 95% replacement devices for staff • 100% replacement	Ongoing replacement of outdated technology and upgraded services. (per IT Report)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	devices for students • 14 charging carts for student devices • 200 management licenses for student devices • 200 protective cases for student devices (per IT Report)	devices for students • 100% charging carts for student devices • 100% management licenses for student devices • 100% protective cases for student devices (per IT Report)	devices for students • 100% charging carts for student devices • 100% management licenses for student devices • 100% protective cases for student devices (per IT Report)	devices for students • 100% charging carts for student devices • 100% management licenses for student devices • 100% protective cases for student devices (per IT Report)	
3. 100% of school facilities are maintained in good repair.	100% of school facilities are maintained in good repair. (per School Accountability Report Cards (SARC))	100% of school facilities are maintained in good repair. (per School Accountability Report Cards (SARC))	100% of school facilities are maintained in good repair. (per School Accountability Report Cards (SARC))	100% of school facilities are maintained in good repair. (per School Accountability Report Cards (SARC))	100% of school facilities will be maintained and in good repair in 2024. (per School Accountability Report Cards (SARC))
4. Data systems and support staff will maintain accurate data regarding status and progress of all students including Students with	Student Information System (SIS) reflects accurate data for all students and subgroups. CALPADs data is certified on time and data is	Student Information System (SIS) reflects accurate data for all students and subgroups. CALPADs data is certified on	Student Information System (SIS) reflects accurate data for all students and subgroups. CALPADs data is certified on	Student Information System (SIS) reflects accurate data for all students and subgroups. CALPADs data is certified on	Student Information System (SIS) will reflect accurate data for all students and subgroups. CALPADS data will be certified on time and

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Disabilities and English Learners on all measures related to this LCAP.	checked for accuracy. The District Annual Evaluation and Report of LCAP data is submitted to the School Board in October of each year. (per the District Annual Evaluation and Report of LCAP Data)	time and data is checked for accuracy. (per the District Annual Evaluation and Report of LCAP Data)	time and data is checked for accuracy. (per the District Annual Evaluation and Report of LCAP Data)	time and data is checked for accuracy. (per the District Annual Evaluation and Report of LCAP Data)	data will be checked for accuracy in 2024. (per the District Annual Evaluation and Report of LCAP Data)

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.

During the 2023-2024 school year, there were no significant differences between the planned actions outlined in Goal 3 and their actual implementation. The district engaged in a structured communication and collaboration process to ensure alignment and progress. District Administration conducted regular meetings, including weekly Cabinet meetings and bi-monthly sessions with Directors, Administrators, and Principals, where they discussed the status of implementing actions outlined in the Local Control and Accountability Plan (LCAP). Additionally, the Assistant Superintendent and Director of Student Services held monthly meetings with Principals to delve deeper into action implementation and expenditure statuses related to LCAP, categorical programs, and grants. Success and challenges of this goal includes the following:

Success:
1. Enhanced learning through technology (Action 3.1)
2. Support for 21st Century Learning (Action 3.1)
3. Data Decision Making process (Action 3.3)

Challenges:
1. Technical Support with new products/programs Action (3.1)

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.

During the 2023-2024 school year, the following actions had material differences in budgeted and estimated expenditures:
Goal 3, Action 3.1: Increase in cost of operational technology.
Goal 3, Action 3.2: Increase in cost of supplies and materials need to provide adequate and enrichment activities.
Goal 3, Action 3.3: Increase in salaries, health and welfare.

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

In assessing the effectiveness of the actions in making progress toward the goal 2, the following actions were effective

Action 3.1: Provide Instructional and Operational Technology, The addition of new devices and services as reported in the IT reports reflects ongoing improvement and adaptation, showing a proactive approach to maintaining an effective technological system.
Action 3.2 Provide and Enhance Adequate Facilities and Enrichment Activities, Improved and well-maintained facilities directly contribute to a positive school culture and pride, supporting an effective educational system which reflects its effectiveness.
Action 3.3: Support the Collection and Analysis of Student Achievement Data, The district's annual evaluation and LCAP reports provide insights into the accuracy and efficacy of data systems, indicating progress in creating a reliable and innovative system for managing student achievement data which indicates its effectiveness.

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.

There will not be any changes to the goal, metrics, or outcomes for the upcoming year.

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

Goals and Actions

Goal

Goal #	Description
4	Utilizing Concentration funds to increase staff and provide direct services to Foster Youth, English Learners and Low-Income students.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
100% of all positions funded with Concentration Add-On funds will be filled.	2022-2023 will be Baseline data.		In the 2022-2023 school year,100% of all positions funded with Concentration Add-On funds were filled to provide direct services to unduplicated students.	in the 2023-2024 school year, 100% of all positions funded with Concentration Add-On funds were filled to provide direct services to unduplicated students.	100% of all positions funded with Concentration Add-On funds will be filled.

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.

During the 2023-2024 school year, there were no significant differences between the planned actions outlined in Goal 4 and their actual implementation. The district engaged in a structured communication and collaboration process to ensure alignment and progress. District Administration conducted regular meetings, including weekly Cabinet meetings and bi-monthly sessions with Directors, Administrators, and Principals, where they discussed the status of implementing actions outlined in the Local Control and Accountability Plan (LCAP). Additionally, the Assistant Superintendent and Director of Student Services held monthly meetings with Principals to delve deeper into action implementation and expenditure statuses related to LCAP, categorical programs, and grants.

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.

During the 2023-2024 school year, the following action had material differences in budgeted and estimated expenditures:
Goal 4, Action 4.1: Increase in cost of salaries.

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

Action 4.1 100% of the positions were filled to provide direct services to Unduplicated Students which was evident in maintaining progress on the ELA SBAC for English Learners and Socioeconomically Disadvantaged students. English Learners and Socioeconomically Disadvantaged students also increased on the the math SBAC.

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.

There will not be any changes to the goal, metrics, or outcomes for the upcoming year.

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

Instructions

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

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
Cutler-Orosi Joint Unified School District	Yolanda Valdez Superintendent	yvaldez@cojusd.org (559) 528-4763

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.

Located in California's agricultural heartland, the Cutler-Orosi Joint Unified School District (COJUSD) is dedicated to its mission: Educating Minds, Inspiring Futures. Comprised of three elementary schools, a middle school, a comprehensive high school, an alternative education program, and a California State Preschool Program across all elementary sites, COJUSD serves approximately 3,900 students. The student body reflects the local community, with 95.9% of students identifying as Hispanic, 2.6% as Filipino, and 1% as White. Notably, 95.96% of students come from socioeconomically disadvantaged backgrounds, with 39.7% of students designated as English Learners. The District also includes 1.9% homeless students, 8.9% Students with Disabilities, and 0.5% Foster Youth. The student population for each school is as following:

- Cutler Elementary School: 615 Students
- Golden Valley Elementary School: 635 Students
- Palm Elementary School: 560 Students
- El Monte Middle School: 895 Students
- Orosi High School: 1065 Students
- Lovell High School, Community Day School, And Esperanza School: 75 Students

The District's dedicated team consists of 635 employees, including 221 certificated, 352 classified, and 62 management personnel.

COJUSD's vision is to ensure all students will be college and career, community ready and prepared to compete in a global economy. Student's will demonstrate they are ready for college and career, community ready and prepared by modeling the following graduate outcomes:

- College and Career Ready Scholars who attain proficiency in academics and multiple languages, engage in career exploration and graduate as life-long learners prepared for post-secondary options.
- Critical Thinkers & Collaborative Problem Solvers who work collaboratively and apply innovative thinking to create solutions.

- Powerful Communicators who effectively communicate ideas through speaking and writing using multiple languages and modalities, including technology.
- Creative & Quality Producers who demonstrate the ability to create quality performances and products that reflect thought and originality with the highest standards.
- Leaders & Ethical Decision Makers who demonstrate personal and professional integrity, leadership, ethical decision-making, and respect diversity.
- Productive Citizens who fulfill personal, professional, and civic responsibility while giving back to the community.

COJUSD actively pursues grant support to enhance the quality of education, offer before and after-school programs and other wrap-around services. Grants awarded include the Dual Language Immersion Grant, ASES Grant, ASSETS 21st Century programs, MHSP-COMS, SCTG-LEA, and more.

El Monte Middle School and Orosi High School are recognized as AVID Demonstration Schools, while several schools have received PBIS awards, including Silver recognition at Orosi High and Lovell High Schools, Gold at El Monte Middle School and Cutler Elementary, and Platinum at Golden Valley Elementary and Palm Elementary.

Recognizing the importance of a safe and supportive environment, COJUSD provides counseling, health services, and social-emotional support programs to students. Additionally, the District prioritizes community engagement, fostering effective communication with educational partners to cultivate inclusivity and shared accountability.

Lovell High School, Esperanza High School, and Community Day School are designated Equity Multiplier Schools. Goals have been identified to address instability rates.

Reflections: Annual Performance

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

In the school district's annual performance evaluation, a range of outcomes emerged, showcasing areas of successes and improvement.

California School Dashboard Indicators Successes
Smarter Balanced Summative Assessment Performance:

- ELA
- Filipino, blue, increased 20.9 points
- Students with Disabilities, orange, increased 22 points
- English Learner, orange, maintained -2.4 points
- Hispanic, orange, maintained -.7 points
- Socioeconomically Disadvantaged, orange, maintained .4 points

- Math
- Filipino, yellow, increased 32.7 points
- Hispanic, yellow, increased 3.8 points
- Socioeconomically disadvantaged, yellow, increased 3.5 points
- Students with Disabilities, orange, increased 32.7 points
- English Learners in orange, increased 6.7 points

College and Career Indicator:
- Medium for all students 41.2% prepared

Chronic Absenteeism:
- All students declined 10%, 18.4% chronically absent
- Filipino, blue, declined 9.1%,
- English Learners. yellow, declined 12.8%
- Hispanic, yellow, declined 10%
- Homeless, yellow, declined 20.9%
- Socioeconomically Disadvantaged, yellow, declined 10.4%
- Students with Disabilities, yellow, declined 13.1%
- Foster Youth, orange, increased 6.7%

Graduation Rate:
- COJUSD continued to maintain in its overall four year graduation rate at 92.3%
- The four year graduation rate for the following student groups maintained:
- Hispanic 92.4%
- Socioeconomically Disadvantaged 92.2%
- The four year graduation rate for the following student groups increased
- Homeless 92.5% (by 6.8%)

Suspension Rate:
- Filipino, Green, declined .8%
- English Learner, orange maintained .1%

- Local Indicators Met
- Basic Services and Conditions (Priority 1), Implementation of State Academic Standards (Priority 2), Parents and Family Engagement (Priority 3), School Climate (Priority 6), Access to a Broad Course of Study (Priority 7)

- El Monte and Orosi High School AVID Demonstration Schools

- Orosi High School, Lovell High School, Esperanza High School: WASC Accredited

- PBIS Recognition
- Palm: Platinum
- Golden Valley: Platinum
- Cutler: Gold
- EL Monte: Gold
- Orosi High School: Silver
- Lovell: Silver

California School Dashboard: Performance Gaps
Smarter Balanced Summative Assessment Performance
- ELA
- Homeless, orange, declined 48.2 points
- Math
- Homeless, red, declined 22 points

English Learner Progress: red at 40.3% declined 14.8%

College and Career Indicator
- Low for English Learners
- Low for Students with Disabilities

Graduation Rate: English Learners 88.7%

Suspension Rate
- Hispanic, orange increased .6%
- Homeless, orange increased .4%
- Socioeconomically Disadvantaged, orange increased .4%
- Students with Disabilities, orange increased .7%

Orosi High School-ATSI Students with Disabilities Suspension

English Learners, Foster Youth, Homeless Youth, Students with Disabilities, Socioeconomically Disadvantaged, and Hispanic students experienced difficulties, as evidenced by their receipt of a Red performance rating in at least one indicator. Cutler Elementary and Golden Valley Elementary rated Red in one indicator. El Monte Middle School, Orosi High School and Lovell High School also faced similar challenges, each receiving Red ratings in multiple indicators. The following schools and student groups had a red or low indicator on the 2023 California Dashboard.
- Cutler Elementary: English Learners on ELPI
- Golden Valley Elementary: English Learners on ELPI

- El Monte Middle: All students on Math
- El Monte Middle: English Learners on ELA
- El Monte Middle: English Learners on ELPI
- El Monte Middle: Hispanic students on Math
- El Monte Middle:Socioeconomically Disadvantaged students on Math
- Orosi High: All students on Suspension
- Orosi High: English Learners on Suspension
- Orosi High: Hispanic students onSuspension
- Orosi High: Students With Disabilities on Suspension
- Orosi High: English Learners on ELPI
- Lovell High: All students on CCI
- Lovell High: English Learner on CCI
- Lovell High: Socioeconomically Disadvantaged on CCI
- Lovell High: Hispanic on CCI
- Lovell High: English Learners on Suspension
- District Level: English Learners on ELPI
- District Level: Foster Youth on Suspension
- District Level: Socioeconomically Disadvantaged on Math

Despite these challenges, there were significant areas of progress. Filipino and Hispanic student groups made commendable advances in English Language Arts (ELA) and Mathematics, as highlighted by the California School Dashboard Indicators. Growth was also evident among Socioeconomically Disadvantaged students and students with disabilities. However, Homeless students encountered setbacks in ELA, and the performance of English learners and socioeconomically disadvantaged students saw no improvement. A Medium level of preparedness in college and career readiness was observed among all students, accounting for 41.2%. Additionally, a notable 10% decrease in chronic absenteeism was achieved District-wide, alongside a maintained graduation rate of 92.3%. The graduation rate for homeless students, in particular, showed a promising increase of 6.8%.

The District excelled in local indicators related to Basic Services and Conditions, Implementation of State Academic Standards, Parent and Family Engagement, School Climate, and Access to a Broad Course of Study. Furthermore, the achievement of WASC Accreditation by three high schools within the district marked a significant success. The inclusion of student voices in decision-making and the promotion of collaboration through partner sessions were strategic moves by the District. The Local Control and Accountability Plan (LCAP) has been effectively integrated into community outreach programs, reflecting a deep commitment to educational excellence and community involvement.

However, the increased chronic absenteeism among Foster Youth, along with low College and Career Indicators for English learners and students with disabilities, highlights areas needing attention. Additionally, a decline of 14.8% in English Learner Progress underscores the need for targeted interventions to support this student groups.

Reflections: Technical Assistance

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

N/A

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.

Lovell High

Support for Identified Schools

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

Cutler-Orosi Joint Unified School District has built a robust system of support that enables Comprehensive Support and Improvement (CSI) school, Lovell High School, to meet all requirements related to their Every Student Succeeds Act (ESSA) status. This system includes conducting comprehensive needs assessments, engaging educational partners in planning, selecting and implementing evidence-based interventions, and identifying resource inequities. Beyond ESSA requirements, COJUSD provides additional resources to support ongoing improvement and student achievement. The principal of Lovell High School was notified of their CSI Status and the Dashboard performance results. Lovell High is eligible for CSI Low Performance in the areas of suspension in orange and the college and career indicator with a very low status. Lovell High School is required to host an annual Title I meeting to gather additional feedback from educational partners. The School Site Council (SSC) at Lovell High includes school staff, parents, and a student representative, ensuring that all educational partners are involved in the planning process. The School Plan Student Achievement (SPSA) template includes questions to guide schools in completing a comprehensive needs assessment. Lovell High School must analyze a variety of data, including state indicators on the California School Dashboard, to ensure alignment of the plan to these data points. Schools also have access to additional data, such as the California Healthy Kids Survey, Title I Parent Survey, and empathy interview records.

COJUSD has incorporated CSI planning requirements into the online School Plan for Student Achievement (SPSA). This ensures that all necessary components are addressed systematically. The district provides:

Training Modules: These are designed for principals to understand and implement CSI requirements effectively.
Ongoing Guidance and Support: Schools receive continuous support as they develop their improvement plans, ensuring alignment with district goals and state requirements.
Resource Alignment: Additional resources beyond state CSI funds are allocated to support improvement efforts and address resource inequalities.

The Director of Student Services provides tools to support data analysis and plan development, including protocols for Plan-Do-Study-Act, Empathy Interviews, and Process Mapping. A CSI review meeting was held to review these tools and support the planning process.

In developing the comprehensive support and improvement plan for the 2024-2025 school year, COJUSD held regular meetings with educational partners (staff, parents, and students). During these meetings, the team:

Reviewed CA Dashboard Data: Conducted root cause analyses and identified evidence-based practices.
Analyzed Resource Inequities: Received training to support the analysis of resource inequities at the sites.

To further support Lovell High School, COJUSD will:

Provide Wrap-Around Services: Ensure availability of social workers and counselors to offer drug and alcohol prevention and intervention services.
Fund Evidence-Based Interventions: Such as restorative justice training and trauma-informed practices to equip staff with alternatives to suspensions. Online access to CTE pathways and classes will also be provided to students.

This comprehensive and structured approach ensures that Lovell High School has the necessary support to develop and implement an effective CSI plan, ultimately leading to improved student outcomes and school performance.

Monitoring and Evaluating Effectiveness

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

The District monitors student achievement using various methods, focusing on continuous improvement through the review and analysis of both summative and formative data. The District's system for continuous improvement includes the following key components:
Summative data is reviewed and compared across all State Priorities, with findings reported in this annual report.
School administrators conduct data chats with teachers to discuss formative assessment data, evaluate program effectiveness, and collect baseline data to inform instruction and interventions.

The District collaborates with school site leaders to identify school-level needs, set goals, and identify Annual Measurable Outcomes. Progress towards site goals and metrics specified in the Single Plan for Student Achievement (SPSA) and CSI Plan is monitored quarterly. This collaboration includes:
Evaluation of Program Implementation: The CSI site plan is evaluated based on the reduction of suspension rates and increase of College and Career indicators as reported on the California Dashboard for Lovell High School.
Course Offerings and Social-Emotional Needs: Monitoring includes evaluating course offerings, addressing social-emotional needs, enhancing student engagement, and tracking graduation data.

To address the high suspension rates at Lovell High School, the District will provide and monitor:
Discipline Huddles: Conduct regular "huddles" to identify at-promise students and determine next steps, such as home visits and parent meetings.

Restorative Justice Practices: Provide training for students and educational partners to promote restorative practices as alternatives to suspension.
Trauma-Informed Practices: Offer staff training to equip personnel with strategies to manage student behavior without resorting to suspensions.
Provide Wrap-Around Services: Ensure availability of social workers and counselors to support students with behavioral and emotional needs, including drug and alcohol prevention and intervention services.

To improve college and career readiness indicators, the District will provide and monitor:
Course Offerings and Career Pathways: Expand and monitor course offerings that align with college and career pathways, ensuring students have access to rigorous and relevant curricula.
Academic Counseling: Provide additional academic counseling services to support students in planning their educational and career paths.
College and Career Readiness Programs: Implement programs and workshops that prepare students for post-secondary education and careers, such as college application assistance, career fairs, and internship opportunities.

The District will conduct four data reviews annually, analyzing a variety of data across all content areas and grade levels, including:
Data Reviews: Site and district leaders analyze performance data for all students, including students with disabilities and English Learners, to evaluate current performance and identify needed supports.
Formative Data Collection: Ongoing data from online platforms, benchmarks, and teacher observations are used to monitor student progress and guide instruction.
Instructional Rounds: The District will continue to implement quarterly Instructional Rounds to monitor the implementation of instructional strategies, gather data, and evaluate the impact of classroom instruction.

Through these comprehensive efforts, the District aims to reduce suspension rates, enhance college and career readiness, and improve overall student achievement at Lovell High School. This approach ensures that interventions are data-driven and continuously refined based on ongoing evaluation and feedback from educational partners.

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
Students	• Conducted Local Control and Accountability Plan (LCAP) input meetings with students in October, November, and December. These meetings were designed to gather their thoughts and ideas on enhancing the educational environment. • Surveyed students to request input related to student needs, possible actions to address needs, and potential updates to the LCAP [March] • Arranged empathy interviews throughout the year. These interviews provided students with an opportunity to express their personal experiences and feelings about the learning process. The feedback obtained was critical in tailoring the school district's practices to better meet the students' needs. • In April, Senior representatives at OHS and Lovell participated in the 'Senior Voice' event. This initiative provided seniors with a platform to significantly contribute to the development of the school district's LCAP.
Parents	

Educational Partner(s)	Process for Engagement
	• The Local Control and Accountability Plan (LCAP) was presented to parents during events held in August, March, and April. • Surveyed parents to request input related to student needs, possible actions to address needs, and potential updates to the LCAP (February) • Superintendent Coffee & Pastry Input Sessions held at each school site during the month of April • Presented the LCAP to the Parent Advisory Committee [May 2024] and the English Learner Parent Advisory Committee [April 2024]. The Superintendent responded, in writing, to comments received from the Parent Advisory Committee and the English Learner Parent Advisory Committee. [May 2024] Responses were made available on the COJUSD website.
Cutler Orosi Unified Teachers Association (COUTA)	• Met with local bargaining units to request feedback to inform the LCAP development (April) • Surveyed staff to request input related to student needs, possible actions to address needs, and potential updates to the LCAP (April)
California School Employees Association (CSEA)	• Met with local bargaining units to request feedback to inform the LCAP development (April) • Surveyed staff to request input related to student needs, possible actions to address needs, and potential updates to the LCAP (April)
Other School Personnel	-Surveyed staff to request input related to student needs, possible actions to address needs, and potential updates to the LCAP (April)

Educational Partner(s)	Process for Engagement
Special Education Local Plan Area (SELPA)	• Conducted quarterly meetings with SELPA and the district Special Education team to determine specific actions for students with disabilities. These meetings facilitated a focused dialogue on developing targeted strategies for students with Special Education needs. • Scheduled workshops with SELPA to enhance understanding of special education needs, and tailor educational strategies accordingly. These workshops provided an in-depth understanding of the unique challenges faced by students with special needs, aiding in the formulation of adaptive and inclusive educational actions. [August/October/November/February/April/May] • Initiated consultations with SELPA to involve them in the district's decision-making process for students with disabilities, ensuring the inclusivity of their input and perspective. • Developed a collaborative approach with SELPA, ensuring regular communication and partnership in strategizing educational actions for students with disabilities. • Maintained transparent channels of communication with SELPA, reinforcing our commitment to engaging all educational partners in our mission of providing equitable education opportunities for all students.
Community Partners	• Gathered input from families and the community through organized meetings to understand the needs of students. [August/September/March/April] • Prior to its official hearing, the LCAP was presented to the public for feedback. This initiative aimed to broaden the range of opinions concerning policies.

Educational Partner(s)	Process for Engagement
	• A public hearing was scheduled to enable direct communication regarding the actions and expenditures stipulated by the LCAP, as part of the strategy to foster community involvement. [June 2024]
School Site Councils (SSC)	• Meetings were conducted with School Site Councils, discussing topics such as CSI/ATSI schools, school level data analysis, School Plans for Student Achievement, Parent Involvement Opportunities, and Safety improvements at schools. [Ongoing] • Feedback and comments received from the School Site Councils were reviewed and duly addressed by the Superintendent in a written format. [May 2024] • Strategies for the development of student achievement and safety improvements were formulated based on the interactions with the School Site Councils. [May 2024] • A systematic communication channel was established for future involvement and contribution of the School Site Councils in the attainment of educational goals. [May 2024] • Continuation of a robust and inclusive dialogue with School Site Councils for shared decision-making to promote quality education has been ensured. [Ongoing]
English Learner Advisory Council (ELAC)	• Engaged in discussions with the English Learner Advisory Council to understand the specific needs of English Learner students and their families. This dialogue aimed to address the unique challenges faced by this demographic. (Ongoing) • Undertook an extensive analysis of school-level data. The insights acquired from this analysis were instrumental in

Educational Partner(s)	Process for Engagement
	formulating effective strategies for the School Plan for Student Achievement, enabling the school district to cater to the needs of its diverse student population efficiently. [October/November/February/March] • Facilitated a constructive dialogue with the English Learner Advisory Council, which culminated in the Superintendent drafting responses to the feedback received. This process fostered open communication and allowed for the integration of valuable feedback into the School District's strategy. [May 2024] • Conducted a thorough review and analysis of data to ensure all relevant groups were adequately represented. In cases where certain groups were underrepresented, efforts were made to reach out to them via telephone and local meetings. This ensured a comprehensive representation of all educational partners.
Administrators	• Bimonthly meetings were held with district level administrators to facilitate and oversee the implementation of the Local Control and Accountability Plan (LCAP), demonstrating the proactive engagement of the educational partner in the process. • A survey was circulated among administrators to gather feedback on the current effectiveness of the LCAP initiatives and to identify any necessary modifications, thereby fostering a transparent communication channel for the betterment of the school district. [January/March] • In a bid to ensure inclusivity, data was meticulously analyzed to pinpoint any groups that might have been inadvertently overlooked, leading to proactive engagement with

Educational Partner(s)	Process for Engagement
	underrepresented partners through phone conversations and local meetings in February.
Board Members	• Presented mid-year LCAP data to board members to gather their perspectives and identify potential areas of improvement. [April 2024] • Leveraged the insights gained from the board members' survey results to improve the strategies and interventions employed by the school district, with the aim of optimizing student achievement. [April 2024] • Collaborated with board members to reassess the LCAP and introduce measures to address any identified gaps. The intention is to implement these measures in the forthcoming academic year. [April 2024]
Equity Multiplier (Lovell, Esperanza, Community Day School)	• Held input sessions with parents, staff, and students to analyze California Dashboard data and discuss needs. Special attention was given to the students' perspectives, discussing potential pathways at Alt Ed. [April] • Collaborated with Equity Multiplier School Sites (Lovell, Esperanza, Community Day School) to collect valuable insights aimed at promoting educational growth and development. [April] • Sought feedback from local bargaining units, primarily for the development of the Local Control and Accountability Plan (LCAP). [January/March] • Conducted surveys among staff, primarily to comprehend student needs, deliberate potential actions to address these needs, and contemplate updates to the LCAP. [January]

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

In response to the feedback received from educational partners to provide academic excellence, college and career experiences, advocating for a safe schools, school connectedness, improved attendance and suspension rates, Cutler-Orosi Joint Unified School District has developed a broad goal to address this feedback with the following actions:

- Additional staff are continuously provided to support positive on-campus behavior (PBIS), ensure a safe learning environment, and keep students engaged. (Action 1.1)
- Continued provision of extra personnel for bolstering positive conduct on the school premises (PBIS) is being executed by the school district, fostering a secure learning engagement, and promoting student engagement. (Action 1.1)
- Supplemental instructional materials are being procured to facilitate complete understanding and application of academic content and performance standards, specifically benefiting English Learners by advancing their command in English language and enriching their academic content knowledge. (Action 1.2)
- Early education support is provided for children aged 0-5 years, including English Learners, by the school district, to ensure their readiness for school-based learning. (Action 1.3)
- Interventions are provided to students not yet at the standard, inclusive of Low Income, English Learners, Unduplicated students, SWD, and Foster Youth, to meet reading and quantitative literacy levels which are monitored using Fountas and Pinnell, and Smarter Balanced Results metrics, in alignment with the CAASPP/CAA Assessments for Science. (Action 1.4)
- In anticipation of elevating students' standard achievement, the school district strategically provides library resources and individualized assistance specifically tailored to English Learners, thereby fostering an environment conducive to promoting reading (Action 1.5)
- College and career experiences are provided for all students by the school district, geared towards preparing them for a broad spectrum of post-secondary options. (Action 1.6)
- Access to library resources is being provided and reading is being promoted, with individualized support specifically extended to English Learners, aimed at enabling student attainment of standards. (Action 1.5)
- College and career experiences are being provided to students by the school district, aiming to prepare them for a variety of post-secondary options. (Action 1.6)
- Individualized support is administered to at promise students by the school district, thereby striving to enhance adherence to standards and mitigate the dropout rate. (Action 1.7)
- Intervention and acceleration services are provided to students in K-2 who are reading below grade level. (Action 1.8)
- Measures to maintain or enhance daily pupil attendance and encourage positive on-campus behavior are being bolstered, benefiting the entire student body by fostering a sense of connectivity and reducing disruption rates, as executed by the school district. (Action 1.9)
- Maintain or improve daily pupil attendance and promote positive behavior on campus are being supported by the school district, aiming to increase students' sense of school connectedness and reduce suspension rates (Action 1.9).
- Social-emotional development, mental health, and health supports are provided, ensuring students can concentrate on learning, significantly influencing the sense of school connectedness in a beneficial manner. (Action 1.10)
- A broad course of study is being provided by the school district, aiming to increase access to visual and performing arts for all students, irrespective of their grade levels or language proficiency (Action 1.11)
- Enrichment opportunities are provided for GATE students through the provision of an after hours GATE program and supplemental materials, enhancing their sense of school connectedness with varied success rates across different grades. (Action 1.12)

- Enhanced health, fitness, and athletic/academic competitiveness are being promoted by providing opportunities for co-curricular programs. (Action 1.13)
- Additional support is being provided to Family Education Center to ensure that parents and students can overcome obstacles and participate fully in school. (Action 1.14)
- Additional support staff is provided to aid English Learners in achieving English proficiency, a strategy executed by the school district to improve the English Learner Reclassification Rate - an initiative measured via progress monitoring and reclassification. (Action 1.15)
- Suspension rates at Lovell and Orosi High School are being reduced and a positive culture is being fostered throughout the district, specifically to facilitate additional support for students in foster care, low-income students, and English learners who are at a disproportionate risk for experiencing trauma - these efforts have been intensified due to physical school closures limiting connection with teachers and peers. (Action 1.16)
- Assistance is provided to students, particularly those who are homeless, Hispanic, or socioeconomically disadvantaged at El Monte Middle School, who are underperforming in Math CASSPP assessments (Action 1.17)

In response to the feedback received from educational partners to develop capacity of students, parents, staff, the Cutler-Orosi Joint Unified School District has developed a broad goal to address this feedback with the following actions:

- Mentoring is provided to teachers ensuring students receive instruction from fully credentialed and appropriately assigned teachers (Action 2.1)
- Ongoing training and 2-day professional learning is provided to all staff (certificated, classified, and management), in an effort to enhance efficacy meeting the needs of all students and sustaining extraordinary schools and programs (Action 2.2)
- Professional learning and instructional coaching support are provided to enhance teacher capacity for adhering to State Standards, thereby promoting higher levels of student learning, particularly among English learners and Students with Disabilities. (Action 2.3)
- By coordinating supplemental services and English Learner/parent education programs, the categorical programs department staff improves student learning - inclusive of parents of students with disabilities. (Action 2.4)
- Opportunities for meaningful parent education and training are provide, including parents of English learners and students with disabilities. (Action 2.5)
- Additional funding is provisioned by the school district to augment district-parent communication and involve parents—including those of unduplicated count students and students with special needs—in decision-making processes. (Action 2.6)

In response to the feedback received from educational partners to create systems that are innovative to better serve students, Cutler-Orosi Joint Unified School District has developed a broad goal to address this feedback with the following actions:

- Instructional and operational technology is provided to all students, while the maintenance and support of these systems are ensured by the District, thereby facilitating effective access to technology in support of the District's objectives. (Action 3.1)
- Adequate facilities are continually provided to promote positive school culture and pride; this action - executed by the school district - supports 21st century learning. (Action 3.2)
- Support for the implementation of technology aimed at bolstering educational experience and facilitating comprehensive data analysis on student performance is being provided (Action 3.3)

In response to the feedback received from educational partners, the Cutler-Orosi Joint Unified School District has developed a focus goal for Equity Multiplier School site to address this feedback with the following actions:

- Individualized support to students to help focus on learning and address college and career indicators and suspension rate (Action 5.1)
- Online platform to provide students with CTE classes and pathway options (Action 5.2)
- Supplemental educational materials for full execution of online CTE program (Action 5.3)
- Opportunities for school connectedness to promote overall development and success of students (Action 6.1)
- Intervention services for students (Action 7.1)

In addition to informing the above goals, feedback from educational partners has influenced the following aspects of the LCAP and/or LCAP process:

- Metric on number of GATE students
- Metric to measure early language and literacy development
- School site specific metrics on attendance and parent engagement

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Achieve academic excellence and meet the needs of all students in a safe and supportive environment so all students will be college, career, and college ready and prepared to compete in a global economy.	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 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.

COJUSD developed this goal with input from various educational partner groups. Parents and community members expressed the importance of not only academic success but also the need for comprehensive services that address students' overall well-being. Teachers and administrators highlighted the need for resources to support high-quality instruction that aligns with college and career standards. Students shared their desire for a school environment that supports both their academic goals and their emotional and physical health. This collaborative input has shaped a goal that is responsive to the diverse needs of the district's students and community Goal 1 focuses on preparing students for college and career through academic excellence and by providing wrap around services that support student's emotional well-being while ensuring a safe environment.

COJUSD has consistently and steadily increased academic achievement, demonstrating the effectiveness of its instructional program in preparing students to be college and career ready at higher rates each year.

COJUSD has maintained this goal, continuing to aim for ALL students to be college and career ready. This success is a direct result of the district's strategic focus on high-quality teaching, coupled with wraparound services that ensure students are supported in every aspect of their development. The safe and supportive environment that COJUSD provides is another critical component, as it creates the conditions necessary for students to thrive academically and socially.

Over the last LCAP cycle, student academic achievement was impacted and there has been growth in several grade levels as well.
English Language Arts

- Grade 4: Students improved by 3.1 points (Distance from Standard) in 2023 to 2024.

- Grade 4, English Learners: Students improved by 11.5 points (Distance from Standard) in 2023 to 2024.
- Grade 6: Students improved by 1.9 points (Distance from Standard) in 2023 to 2024.
- Grade 7: Students improved by 9.9 points (Distance from Standard) in 2023 to 2024.
- Grade 8: Students improved by 4.9 points (Distance from Standard) in 2023 to 2024.
- Grade 8, English Learners: Students improved by 6.8 points (Distance from Standard) in 2023 to 2024.
- Grade 11: Students improved by 27.0 points (Distance from Standard) in 2023 to 2024.
- Grade 11, English Learners: Students improved by 29.0 points (Distance from Standard) in 2023 to 2024

Math

- Grade 3: Students improved by 4.8 points (Distance from Standard) in 2023 to 2024.
- Grade 3, English Learners: Students improved by 4.2 points (Distance from Standard) in 2023 to 2024.
- Grade 6: Students improved by 7.3 points (Distance from Standard) in 2023 to 2024.
- Grade 7: Students improved by 19.9 points (Distance from Standard) in 2023 to 2024.
- Grade 7, English Learners: Students improved by 33.7 points (Distance from Standard) in 2023 to 2024.
- Grade 8: Students improved by 4.2 points (Distance from Standard) in 2023 to 2024.
- Grade 11: Students improved by 2.5points (Distance from Standard) in 2023 to 2024.
- Grade 11, English Learners: Students improved by 12.2 points (Distance from Standard) in 2023 to 2024.

Suspension Rate

- Hispanic, orange increased .6%
- Homeless, orange increased .4%
- Socioeconomically Disadvantaged, orange increased .4%
- Students with Disabilities, orange increased .7%

Attendance Rate

- Cutler School: 1.00% increase in attendance from 2023 (93.91%) to 2024 (94.91%)
- Golden Valley School: 0.76% increase in attendance from 2023 (94.42%) to 2024 (95.18%)
- Palm School: 1.58% increase in attendance from 2023 (93.96%) to 2024 (95.54%)
- El Monte Middle School: 0.44% increase in attendance from 2023 (94.45%) to 2024 (94.89%)
- Orosi High School: 0.02% increase in attendance from 2023 (95.16%) to 2024 (95.18%)

California Healthy Kids Survey
5th Grade: 77% of students feel a sense of school connectedness
7th Grade: 46% of students feel a sense of school connectedness
9th Grade: 46% of students feel a sense of school connectedness

11th Grade: 49% of students feel a sense of school connectedness

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Access to standards-aligned materials (Source: Textbook Sufficiency Resolution)	All Students: 100% (Year: 2023-2024)			Maintain All Students: 100%	
1.2	Implementation of academic content and performance standards for all students, including how English Learners will access CCSS and ELD Standards (Source: LCFF Priority 2 Self Reflection Tool)	English Language Arts: Full Implementation Math: Full Implementation History/Social Science: Full Implementation Science: Full Implementation Career Technical Education: Full Implementation Health Education: Initial Implementation Physical Education: Full Implementation Visual and Performing Arts: Full Implementation			English Language Arts: Full Implementation and sustainability Math: Full Implementation History/Social Science: Full Implementation and sustainability Implementation Science: Full Implementation and sustainability Career Technical Education: Full Implementation and sustainability Health Education: Full Implementation and sustainability	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		World Language Standards: Full Implementation (Year: 2023-2024)			Physical Education: Full Implementation and sustainability Visual and Performing Arts: Full Implementation and sustainability World Language Standards: Full Implementation and sustainability	
1.3	Smarter Balanced Results Distance from Standard (DFS) in ELA (Source: CA Dashboard)	All: -33.4 SED: -35.9 SWD: -111.8 EL: -64.9 LTEL: * Hispanic: -34.8 Filipino: 14.7 Foster Youth: -56.4 Homeless: -64.3 * = Data Unavailable (Year: 2022-2023)			All: -3.4 SED: -5.9 SWD: -66.8 EL: -19.9 LTEL: * Hispanic: -4.8 Filipino: 19.7 Foster Youth: -11.4 Homeless: -19.3 * = Data Unavailable	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.4	Smarter Balanced Results Distance from Standard (DFS) in Mathematics (Source: CA Dashboard)	All: -79.4 SED: -81.5 SWD: -139.4 EL: -102.9 LTEL: * Hispanic: -80.6 Filipino: -28 Foster Youth: -83.9 Homeless: -101.1 * = Data Unavailable (Year: 2022-2023)			All: -49.4 SED: -51.5 SWD: -94.4 EL: -57.9 LTEL: * Hispanic: -50.6 Filipino: 2 Foster Youth: 38.9 Homeless: 56.1 * = Data Unavailable	
1.5	CAASPP/CAA Assessments for Science Percentage of students meeting or exceeding standards (Source: CA Dashboard)	All: 15.53% SED: 14.83% SWD: 0% EL: 3.10% LTEL: * Hispanic: 14.66% Filipino: 33.34%			All: 25.53% SED: 24.83% SWD: 10% EL: 13.10% LTEL: * Hispanic: 24.66% Filipino: 43.34%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Foster Youth: Data Suppressed to protect student privacy-less than 11 students Homeless: 9.76% * = Data Unavailable (Year: 2022-2023)			Foster Youth: Data Suppressed to protect student privacy-less than 11 students Homeless: 19.76% * = Data Unavailable	
1.6	Percentage of Students who have successfully completed A-G Requirements (Source: Data Quest)	All: 38.1% SED: 38.1% SWD: 4.2% EL: 19.3% LTEL: Not Available Hispanic: 37.6% Filipino: * Foster Youth: * Homeless: 32.4% * = Data Unavailable (Year: 2022-2023)			All: 45.3% SED: 45.2% SWD: 15% EL: 3% LTEL: Not Available Hispanic: 44.7% Filipino: * Foster Youth: * Homeless: 36.7% * = Data Unavailable	
1.7	Percentage of pupils who have successfully	All: 45.5%			All: 54.8%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	completed CTE Courses from an approved career pathway. (Source: CA Dashboard Met UC/CSU Requirements and CTE Pathway Completion Report)	SED: 45.8% SWD: 34.4% EL: 36.3% LTEL: * Hispanic: 46.8% Filipino: * Foster Youth: * Homeless: 33.0% * = Data Unavailable (Year: 2022-2023)			SED: 50.3% SWD: 45% EL: 45% LTEL: * Hispanic: 53.5% Filipino: * Foster Youth: * Homeless: 40% * = Data Unavailable	
1.8	Percentage of Pupils who have successfully completed at least one college credit course (Source: CA Dashboard UC Met UC/CSU Requirements and CTE Pathway Completion)	All: 22.1% SED: 22.4 SWD: .3.1% EL: 9.7% LTEL: * Hispanic: 21.5% Filipino: * Foster Youth: *			All: 30% SED: 30% SWD: 8% EL: 15% LTEL: * Hispanic: 30% Filipino: * Foster Youth: *	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Homeless: 5% * = Data Unavailable (Year: 2022-2023)			Homeless: 8% * = Data Unavailable	
1.9	Percentage of students who met each of the measures in the College and Career Indicator “Prepared” and “Approaching” Levels” (Source: CA Dashboard College/Career Levels & Measures Report)	Prepared Category All: 41.2% SED: 41.3% SWD: 12.5% EL: 16.3% LTEL: * Hispanic: 41.4% Filipino: * Foster Youth: * Homeless: 37.5% – Approaching Category All: 25.7% SED: 25.3% SWD: 31.3% EL: 35%			Prepared Category All: 51.2% SED: 51.3% SWD: 22.5% EL: 26.3% LTEL: * Hispanic: 51.4% Filipino: * Foster Youth: * Homeless: 47.5% – Approaching Category All: 30.7% SED: 30.3% SWD: 36.3%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		LTEL: * Hispanic: 26% Filipino: * Foster Youth: * Homeless: 32.5% * = Data Unavailable (Year: 2022-2023)			EL: 40% LTEL: * Hispanic: 31% Filipino: * Foster Youth: * Homeless: 38.5% * = Data Unavailable	
1.10	Percentage of pupils who are awarded the Seal of Biliteracy (Source: DataQuest; Four Year Cohort Graduation Rates and Outcomes)	All: 2.6% SED: 2.6% SWD: 0% EL: 0.9% LTEL: * Hispanic: 2.7% Filipino: * Foster Youth: * Homeless: 2.7% * = Data Unavailable			All: 10% SED: 10% SWD: 5% EL: 10% LTEL: * Hispanic: 10% Filipino: * Foster Youth: * Homeless: 10% * = Data Unavailable	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		(Year: 2022-2023)				
1.11	Percentage of English Learners who progress in English Proficiency (CA Dashboard)	40.3% making progress toward EL Proficiency (Year: 2022-2023)			50.3% making progress toward EL Proficiency	
1.12	English Learner Reclassification Rate (Source: CALPADS)	5.6% (Year: 2022-2023)			50.95%	
1.13	Percentage of students passing AP exams with a score of 3 or higher (Source: Local College Board Data)	All: 4.1% Hispanic: 3.4% EL: 5.0% SED: 4.1% SWD: 0.0% Homeless: 6.7% (Year: 2022-2023)			All: 14.1% Hispanic: 13.4% EL: 15.0% SED: 14.1% SWD: 10.0% Homeless: 16.7%	
1.14	Percentage of Student who are prepared for college by the Early Assessment Program	17.07% of 11th grade students Exceeded Standards in ELA 4.90% of 11th grade students Exceeded Standards in Math			27.07% of 11th grade students Exceeded Standards in ELA 14.90% of 11th grade students Exceeded	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		33.45% of 11th grade students Met Standards in ELA 11.89% of 11th grade students Met Standards in Math (Year: 2022-2023)			Standards in Math 43.45% of 11th grade students Met Standards in ELA 21.89% of 11th grade students Met Standards in Math	
1.15	Attendance Rates (Source: School Site Monthly Attendance Report)	Cutler School: 93.91% Golden Valley School: 94.42% Palm School: 93.96% El Monte School: 94.48% Orosi High School: 95.18% Lovell High School: 97.20% (Year: 2022-2023)			Cutler School: 95% Golden Valley School: 95% Palm School: 95% El Monte School: 96% Orosi High School: 96% Lovell High School: 97.5%	
1.16	Chronic absenteeism rates (Source: Dashboard)	All: 18.4% SED: 18.6% SWD: 27.3% EL: 18%			All: 8.4% SED: 8.6% SWD: 17.3% EL: 8%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		LTEL: * Hispanic: 18.6% Filipino: 8.7% Foster Youth: 19.2% Homeless: 22.7% * = Data Unavailable (Year: 2022-2023)			LTEL: * Hispanic: 8.6% Filipino: .7% Foster Youth: 9.2% Homeless: 12.7% * = Data Unavailable	
1.17	High School dropout rates (Source: CALPADS)	All: 4.4% SED: 4.5% SWD: 10% EL: 19.8% LTEL: * Hispanic: 4.2% Filipino: * Foster Youth: * Homeless: 7.5% * = Data Unavailable			All: .4% SED: .5% SWD: 1% EL: 9.8% LTEL: * Hispanic: .2% Filipino: * Foster Youth: * Homeless: .5% * = Data Unavailable	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		(Year: 2022-2023)				
1.18	Middle School dropout rates (Source: CALPADS)	0% (Year: 2022-2023)			0%	
1.19	High School graduation rates (Source: CA Dashboard)	All: 92.3% SED: 92.2% SWD: 75% EL: 88.7% LTEL: * Hispanic: 92.4% Filipino: * Foster Youth: * Homeless: 92.5% * = Data Unavailable (Year: 2022-2023)			All: 97.3% SED: 97.2% SWD: 85% EL: 93.7% LTEL: * Hispanic: 97.4% Filipino: * Foster Youth: * Homeless: 97.5% * = Data Unavailable	
1.20	Suspension rates (Source: CA Dashboard)	All: 4.9% SED: 4.9% SWD: 7.6% EL: 5.8%			All: 2.9% SED: 2.9% SWD: 3.6% EL: 2.8%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		LTEL: * Hispanic: 5% Filipino: 2.9% Foster Youth: 11.1% Homeless: 5.2% * = Data Unavailable (Year: 2022-2023)			LTEL: * Hispanic: 2% Filipino: .9% Foster Youth: 5% Homeless: 2.2% * = Data Unavailable	
1.21	Expulsion rates (Source: DataQuest)	All: 0.37% SED: 0.4% SWD: 0.2% EL: 0.6% LTEL: * Hispanic: 0.37% Filipino: * Foster Youth: 0% Homeless: 0.7% * = Data Unavailable			All: 0.2% SED: 0.2% SWD: 0.1% EL: 0.3% LTEL: * Hispanic: * Filipino: * Foster Youth: 0% Homeless: 0.2% * = Data Unavailable	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		(Year: 2022-2023)				
1.22	Sense of school connectedness (Source: CA Healthy Kids Survey)	5th Grade: 77% of students feel a sense of school connectedness 7th Grade: 46% of students feel a sense of school connectedness 9th Grade: 46% of students feel a sense of school connectedness 11th Grade: 49% of students feel a sense of school connectedness (Year: 2022-2023)			5th Grade: 90% of students feel a sense of school connectedness 7th Grade: 75% of students feel a sense of school connectedness 9th Grade: 75% of students feel a sense of school connectedness 11th Grade: 75%of students feel a sense of school connectedness	
1.23	Broad Course of Study (Source: SIS Master Schedule)	Elementary Course Access: 100% of students had access Secondary Course Access: 100% of students had access A-G Course Access: 100% of students had access			Elementary Course Access: 100% Secondary Course Access: 100% A-G Course Access: 100% English Learner Course Access: 100%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		English Learner Course Access: 100% of students had access (Year: 2022-2023)				
1.24	Extra Curricular Activities (Source: Athletic Director Participation Report)	Students involved in extracurricular activities: El Monte Middle School: 283 Orosi High School: 357 (Year: 2022-2023)			Students involved in extracurricular activities: El Monte Middle School: 350 Orosi High School: 400	
1.25	Percentage of 2nd graders reading on or above grade level (Source: Fountas and Pinnell)	All: 42% EL: 27% (Year: 2022-2023)			All: 90% EL: 90%	
1.26	College and Career Work Based Learning Activities Provided to K-12 students (Source: Work Based Continuum Plan)	100% of students provided with work based activities (Year: 2022-2023)			100% of students provided with work based activities	
1.27	Parent Engagement Report	Cutler Elementary: 3206 Parents attended			Cutler Elementary: 3500 Parents	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	(Source: Monthly Site Parent Involvement Report)	parent events or trainings in 2023-2024 Golden Valley: 846 Parents attended parent events or trainings 2023-2024 Palm: 1505 Parents attended parent events or trainings 2023-2024 El Monte: 2404 Parents attended parent events or trainings 2023-2024 Orosi High School: 2037 Parents attended parent events or trainings 2023-2024 Alt Ed: 53 Parents attended parent events or trainings 2023-2024			attended parent events or trainings Golden Valley: 1000 Parents attended parent events or trainings Palm: 2000 Parents attended parent events or trainings El Monte: 2700 Parents attended parent events or trainings Orosi High School: 2400 Parents attended parent events or trainings Alt Ed: 100 Parents attended parent events or trainings	
1.28	Number of Gate Students (Source: SIS Gate Student Report)	136 students identified as GATE Districtwide (Year: 2022-2023)			150 students Districtwide	
1.29	Early Language and Literacy Development	Fall 2022: 3% of students at Building Middle			Between Fall and Spring	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	(Source: DRDP Data)	Spring 2023: 41% of students at Building Middle			assessments, 30% growth	

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	Safe and Supportive Environment (PBIS) to Engage Students	The District will provide additional staff to reinforce on-campus Positive Behavioral Interventions and Supports (PBIS). The primary focus is to ensure students engage in a safe learning environment. This objective contributes to the overall aim of promoting comprehensive student development and preparing them for college.	$1,152,069.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Specifically to address the following Reds on the Suspension metric on the 2023 Dashboard: District-Foster Youth Orosi High- All students, English Learners. Hispanic Students, and Students with Disabilities Lovell High- English Learners This action will also address the following Reds on the ELA and Math Achievement metric on the 2023 Dashboard: District- Homeless Youth El Monte Middle- All Students, Socioeconomically Disadvantaged student, English Learners and Hispanic students (1101) Maintain 7 Campus Security positions, 2 School Resource Officers & ActVnet safety program (1102) Maintain a second Assistant Principal at El Monte Middle School (1104) Maintain school site safety measures (MINGA) (1105) PBIS/SEL Materials and Supplies and Incentives		
1.2	Supplemental Instructional Materials	The District will secure supplementary educational materials to guarantee the thorough execution of academic content and performance standards. This approach includes additional resources for English Learners and Long Term English Learners to improve both academic content understanding and English language proficiency. This action supports English Learners and Long Term English Learners at Cutler School, Golden Valley, El Monte, Orosi High School, and throughout the District in achieving growth on ELPI levels. Specifically to address the following Reds on the ELPI metric on the 2023 Dashboard: District- English Learners Cutler Elementary- English Learners Golden Valley Elementary-English Learners	$221,353.00	Yes

Action #	Title	Description	Total Funds	Contributing
		El Monte Middle- English Learners Orosi High -English Learners (1201) Maintain site instructional budget allocations for materials & supplies (1202) Maintain additional funding for classroom library books to promote reading and literacy (1203) Professional Learning and supplemental materials		
1.3	Early Education Support for children 0-5 years of Age	Provide early education support for children 0-5 years of age to enable them to enter school ready to learn, including English Learners. (1204) Early Education Materials and Supplies	$5,000.00	Yes
1.4	Intervention for Students NOT YET AT STANDARD	Provide interventions for students NOT YET AT STANDARDS, including interventions for Low Income, English Learner, Unduplicated students, Students with disabilities, and Foster Youth. Specifically to address the following Reds on the ELPI metric on the 2023 Dashboard: District- English Learners Cutler Elementary- English Learners Golden Valley Elementary-English Learners El Monte Middle- English Learners Orosi High -English Learners	$1,904,450.00	Yes

Action #	Title	Description	Total Funds	Contributing
		This action will also address the following Reds on the ELA and Math Achievement metric on the 2023 Dashboard: District- Homeless Youth El Monte Middle- All Students, Socioeconomically Disadvantaged student, English Learners and Hispanic students (1401) Maintain 3 Learning Directors to identify, coordinate, and provide service (1402) Intervention services (during and after school) (1403) Intervention services (summer school) (1404) Materials for interventions summer school (1405) Maintain two additional teachers at El Monte to increase instructional minutes and provide English Learners with embedded interventions to increase achievement on ELA CAASPP assessments. (1406) 1 teacher (Physical Education) at middle school to increase instructional day for interventions and enrichment in 6th grade (1407) Transportation for students attending interventions (1103) Maintain 1 additional custodian/bus driver (1408) Maintain 1 Resource Specialist Teacher at OHS to help increase achievement with curriculum offering specific to broad course of study for SWD (1419) Elementary Field Trips to enhance and support content standards		

Action #	Title	Description	Total Funds	Contributing
1.5	Provide Literacy and Individualized Support	Provide access to library resources and promote reading. This action will provide individualized support to English Learners to enable students to achieve standards. Specifically to address the following Reds on the ELPI metric on the 2023 Dashboard: District- English Learners Cutler Elementary- English Learners Golden Valley Elementary-English Learners El Monte Middle- English Learners Orosi High -English Learners (1409) Maintain elementary school Library Aides (1411) Maintain Bilingual Instructional aides for ELs	$385,072.00	Yes
1.6	College and Career Provide college and career experiences for students to prepare them for a variety of post-secondary options.	Students, especially those from low-income, English Learner and Foster Youth, struggle to overcome barriers to college and career opportunities. Many of these students are first generation college students who may lack home resources to help them access college. Provide college and career experiences for students to prepare them for a variety of post secondary options. Specifically to address the following Very Low Indicator on the CCI metric on the 2023 Dashboard: Lovell High- All students, Hispanic students, SED, and English Learner Students (1412) Maintain Director of College and Career Readiness, Work-based Learning Facilitator and College/Career Readiness Technician and Secretary and maintain 7 sections of CTE courses and Academic Incentives (1413) Instructional Materials for CTE and College and Career activities (1414) Transportation costs including 2 drivers for CTE	$855,132.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.7	Individualized Support for At Promise Males and Females	Provide individualized support to at promise males and females to enable students to achieve standards to reduce dropout rates and improve suspension rates. Specifically to address the following Reds on the Suspension metric on the 2023 Dashboard: District-Foster Youth Orosi High- All students, English Learners. Hispanic Students, and Students with Disabilities Lovell High- English Learners (1416) Instructional Materials and Services for At-Promise Students	$500.00	Yes
1.8	Reading Intervention and Acceleration Services	In order to deliver increased individualized support for our low-income students, students in foster care, and English Learners, the District provides additional site-level staff dedicated to support student instruction. Through this additional staffing, teachers will focus their implementation of Tier 2 and 3 instructional supports within the multi-tiered system. This action will provide intervention and acceleration services to students in K-2 that are reading below grade level. (1418) Maintain 3 Reading Specialists and extend work day and calendar days	$451,254.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.9	Support to Improve Pupil Attendance and Positive Behavior	Support measures to maintain or improve daily pupil attendance and promote positive behavior on campus. Low-income students, English Learners, and students in foster care are more likely to experience barriers to attendance at school such as housing instability, mental health issues, and illness. Students in foster care, low-income students, and English Learners are at risk for experiencing trauma and need additional support through building community and relationships at school. Specifically to address the following Reds on the Suspension metric on the 2023 Dashboard: District-Foster Youth Orosi High- All students, English Learners. Hispanic Students, and Students with Disabilities Lovell High- English Learners (1501) Maintain 2 Responsibility Center Teachers	$213,770.00	Yes
1.10	Provide Wrap Around Services to Support Student Learning	Students in foster care, low-income students, and English Learners are are more at risk for having experienced trauma and the need to feel connected to school. This action will provide Psychologist and Counselors at every school site to implement multi-tiered levels of support and provide social-emotional development, mental health, and health support so students are able to focus on learning. Specifically to address the following Reds on the Suspension metric on the 2023 Dashboard: District-Foster Youth Orosi High- All students, English Learners. Hispanic Students, and Students with Disabilities Lovell High- English Learners " (1601) Maintain 4 Psychologists & 2 Intern Stipends (1602) Maintain 5 LVNs	$1,872,303.00	Yes

Action #	Title	Description	Total Funds	Contributing
		(1603) Maintain 2 Speech Therapists (1604) Maintain 2 Counselors (1605) Maintain 3 elementary school Counselors		
1.11	Provide Broad Course of Study	Students in foster care, low-income students, and English Learners have less access to music programs that are not funded by the district. This action will provide a broad course of study that expands visual and performing arts access. The District recognizes the the impact music and choir plays on student's development therefore providing this action for all students. (1701) Maintain 1 Choir Teacher and 1 Band Teacher (1702) Choir, materials and supplies (1703) Music equipment, materials and supplies (1704) Maintain hours for current accompanist at 5.5 and 3 percussion technician stipends for band	$198,564.00	Yes
1.12	Provide Enrichment Services for students identified as Gifted and Talented (GATE)	Many Low-income students do not have access to specialized instructional services outside the school. This action will provide enrichment for students identified as Gifted and Talented (GATE). (1705) Auxiliary hours for GATE program (1706) Materials and supplies	$1,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.13	Provide Opportunities for Co-Curricular Programs	Many Low-income students do not have access to enrichment activities. This action will provide opportunities for co-curricular and extracurricular programs to enhance health, fitness, and athletic/academic competitiveness. The District recognizes the the impact health plays on student's development therefore providing this action for all students. (1801) Maintain 1 Elementary PE Teacher and 3 P.E. Technicians to expand elementary school day (1802) Maintain athletic program support to build quality (1803) Maintain elementary intramural sports program (1804) Academic competitions and registrations (1805) Student insurance	$716,840.00	Yes
1.14	Provide Support to Family Education Services	Low-income students, Foster Youth, and homeless students, who have the highest level of need, will benefit most from the mental health supports provided by the Family Education Center helping them and their families cope with trauma and develop the coping skills necessary for learning. This action will provide additional support to Family Education Services to ensure parents and students have the support needed to overcome obstacles to fully participate in school. (1806) Provide bilingual clerk and Outreach Aide at Family Education Center and maintain babysitters and Digital Literacy class	$122,072.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.15	English Learner Support for English Proficiency	English Learners can experience barriers to academic achievement from learning English as a second language. This action will provide additional support staff, programs, and professional learning to enable English Learners and Long-Term English Learners to achieve English Proficiency (progress monitoring and reclassification). (3402) Maintain English Learner clerk and Administrator of English Learners	$165,486.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Build human capacity by investing in training, coaching, and setting expectations for students, parents, staff and the Board to support student achievement.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)

An explanation of why the LEA has developed this goal.

The District is primarily focused on nurturing dedicated, collaborative, and consistently improving educators. Cutler-Orosi JUSD is a rural district and face challenges such as limited access to resources, fewer professional development opportunities, and difficulties in recruiting and retaining qualified staff. By investing in training and coaching, the district can ensure that its personnel, despite the commute, are well-equipped to meet the unique needs of students.

The development of this goal was guided by extensive input from educational partners who emphasized the importance of robust support systems for educators. Teachers highlighted the need for ongoing professional development that is responsive to the evolving demands of the classroom and aligned with state standards. Instructional coaches also play a crucial role in providing teachers with the tools, strategies, and support they need to deliver effective instruction. This consistency across classrooms helps to ensure that all students, regardless of which teacher they have, receive a high-quality education.

Site and District administrators also receive training along staff to provide feedback so that staff can refine their skills and instructional practices. This focus on professional growth directly impacts the quality of teaching, leading to improved student outcomes.

The School board also receives training and coaching, ensuring that they can make informed decisions that align with the district's goals. A well-trained and knowledgeable board is essential for setting policies that support student achievement and for holding the district accountable for results.

Parents and community members stressed the significance of a collaborative educational environment where teachers are well-equipped to meet the diverse needs of students. By setting expectations for parents and involving them in the educational process, the district can leverage this community strength to support student learning and achievement.

This feedback has shaped a strategy that prioritizes professional learning while fostering an environment of continuous improvement and collaboration.

The District incorporated this through a centralized focus on professional learning and strategic use of resources. This is done by creating an encouraging environment with comprehensive professional development opportunities. The pivotal role of educators in student learning outcomes is recognized and has been earmarked for enhancement.

In alignment with Priority 3, which places an emphasis on parental involvement, the District has cultivated a strategy that underlines the value of engaging families in the decision-making process. This strategy encourages active participation in their child's education and fosters a culture of collaboration and communal responsibility. All of these measures have been specifically designed to address the distinct aspects of the State Priorities and the collective desire to enrich both the teaching environment and familial partnerships. This goal is a testament to the District's dedication to proactively adapting and uplifting the educational experience for every student.

Parent Participation in Training and Events
Cutler Elementary: 3206 Parents participated in trainings or events in 2023-2024

Golden Valley: 846 Parents participated in trainings or events in 2023-2024

Palm: 1505 Parents participated in trainings or events in 2023-2024

El Monte: 2404 Parents participated in trainings or events in 2023-2024

Orosi High School: 2037 Parents participated in trainings or events in 2023-2024

Alt Ed: 53 Parents participated in trainings or events in 2023-2024

Percentage of staff receiving two extended Professional learning days
Certificated: 100%

Classified: 100%

Management: 100%

(2023-2024)

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Percent of Fully Credentialed Teachers (Source: Personnel Report)	85% of teachers fully credentialed (2022-2023)			95% of teachers fully credentialed	
2.2	Parental participation in programs for unduplicated pupils (UDPs) and individuals with exceptional needs (Source: Targeted Review Data & District Monthly Parent Engagement Sign in Sheet)	100% of parental participation for 2022-2023 school year			100% of parental participation	
2.3	Parent Engagement Report (Source: Monthly Site Parent Involvement Report)	Cutler Elementary: 3206 Parents participated in trainings or events in 2023-2024 Golden Valley: 846 Parents participated in trainings or events in 2023-2024 Palm: 1505 Parents participated in trainings or events in 2023-2024 El Monte: 2404 Parents participated in trainings or events in 2023-2024 Orosi High School: 2037 Parents			Cutler Elementary: 3500 Parents participated in trainings or events Golden Valley: 100 Parents participated in trainings or events Palm: 2000 Parents participated in trainings or events El Monte: 2700 Parents participated in trainings or events	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		participated in trainings or events in 2023-2024 Alt Ed: 53 Parents participated in trainings or events in 2023-2024			Orosi High School: 2400 Parents participated in trainings or events Alt Ed: 100 Parents participated in trainings or events	
2.4	Percentage of staff receiving two extended Professional learning days	Certificated: 100% Classified: 100% Management: 100% (2023-2024)			Certificated: 100% Classified: 100% Management: 100%	
2.5	Access to standards-aligned materials (Source: Textbook Sufficiency Resolution)	100% of students have access to standards-aligned materials (Year 2023-2024)			100% of students have access to standards-aligned materials	
2.6	Implementation of academic content and performance standards for all students, including how English Learners will access CCSS and ELD Standards (Source: LCFF Priority 2 Self Reflection Tool)	English Language Arts: Full Implementation Math: Full Implementation History/Social Science: Full Implementation Science: Full Implementation			English Language Arts: Full Implementation Math: Full Implementation History/Social Science: Full Implementation Science: Full Implementation	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Career Technical Education: Full Implementation Health Education: Initial Implementation Physical Education: Full Implementation Visual and Performing Arts: Full Implementation World Language Standards: Full Implementation			Career Technical Education: Full Implementation Health Education: Full Implementation Physical Education: Full Implementation Visual and Performing Arts: Full Implementation World Language Standards: Full Implementation	
2.7	100% of parents received district mailings	100% Accuracy			100% Accuracy	
2.8	Quarterly Districts Newsletter	100% of parents received district mailings			100% of parents received district mailings	
2.9	Percentage of Teachers Appropriately Assigned	There was 0 Teacher misassignments. (2022-2023)			There will be 0 teacher misassignments.	

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	Provide Mentoring Support to Teachers	The District commits to providing support for teachers through a powerful mentoring program. The goal of this program is to maintain a large pool of highly qualified teaching staff to further build human capacity. This commitment underscores the potential for improved student achievement throughout the District. (2101) Teacher induction TIPS (2102) Teacher Induction Mentors	$118,365.00	Yes
2.2	Provide Ongoing Training and 2-day	Ongoing training and a biannual two-day professional learning event will be provided to all staff, including the certified, classified, and management personnel within the District. This actions aims to bolster efficiency in	$1,437,382.00	Yes

Action #	Title	Description	Total Funds	Contributing
	Professional Learning	addressing student needs and preserving the exemplary status of our schools and programs. Teachers are required to submit a tutorial log at the end of every month. Professional learning sessions strategically address the needs of significant student groups, especially Unduplicated students and those with disabilities. Professional learning will also be provided to staff to reduce the achievement gap of English Learners and Long-Term English Learners. EL Rise, English Language Development, and the EL Toolkit-Effective Strategies professional learning emphasizes effective approaches and strategies to be used for all English Learners, including Long-Term English Learners. Professional learning will also be provided for Dual Immersion and English Language Development within the monolingual classroom. Our objective is to work towards minimizing the prevalent achievement gaps. Also, we conduct tailored training in Social-Emotional Learning and Crisis Prevention to specifically mitigate the challenges faced by students, ultimately elevating their success rates. Spending Items: (2103) Training and Professional Learning (2104) Supplies and Services (2105) Dual Immersion Stipends		
2.3	Provide Professional Learning and	Support for professional learning and instructional coaching will be offered with the aim of augmenting teacher proficiency for instruction in accordance with State Standards. This support also aims to enhance the	$1,391,033.00	Yes

Action #	Title	Description	Total Funds	Contributing
	Instructional Coaching Support	learning outcomes of all students district-wide and cater to the specific needs of Unduplicated Students, especially English Learners. (2201) Maintain 6.0 FTE of Instructional Coach (2202) Maintain 3 STEM Teachers to extend elementary school day (2204) Maintain Curriculum Program staff		
2.4	Provide Categorical Program Staff to Coordinate Supplemental Services	Provide categorical programs department staff to coordinate supplemental services, English Learner, and parent education programs to improve student learning. (2203) Maintain Support Staff salaries	$200,145.00	Yes
2.5	Provide Parent Education Opportunities	Provide opportunities for meaningful parent education and training. Parent educational and training includes digital citizenship, Literacy is King workshop, and Parent Portal navigation. (2301) Maintain Parent Education program staff and Parent Student Advocate (2302) Maintain Parent Education materials	$28,497.00	Yes
2.6	Provide Parent Communication	Provide additional funding to enhance district/parent communication and engage parents in decision making, including parents of unduplicated count students. (3301) Printing and mailing	$30,000.00	Yes

Action #	Title	Description	Total Funds	Contributing

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Create efficient and effective systems that are innovative, accountable and proactive to support 21st century learning.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)

An explanation of why the LEA has developed this goal.

Goal 3 was established to continue building efficient and effective systems that are innovative to better serve students. The development of Goal 3 was heavily influenced by input from a diverse range of educational partners, including teachers, students, parents, administrators, and community members.

In the rural district of Cutler-Orosi, the district serves as central hubs for the community. By creating systems that are efficient, accountable, and innovative, the district can strengthen its relationship with the community, involving parents and other educational partners more effectively in supporting student achievement.

Teachers and administrators emphasized the critical need for reliable technology that supports innovative teaching practices and enhances student engagement.

Students expressed their desire for modern tools and resources that prepare them for the challenges of higher education and the workforce.

Parents and community members advocated for equitable access to technology, ensuring that all students, regardless of background, have the same opportunities to thrive in a digital age.

This collective input has been instrumental in shaping a goal that not only meets current needs but also anticipates future demands. To create opportunities for our students to become College and Career Ready and compete in a global economy, the district must lead by example with innovative approaches to managing our organization. This includes improving and maintaining state-of-the-art facilities, providing access to modern technology, and developing powerful new ways to analyze data and District budgets to make the best decisions for our students.

COJUSD has maintained goal 3 to ensure systems are developed to ensure efficient and effective technological infrastructure and devices providing a 21st century learning environment for all students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	District infrastructure (Source: IT Report)	Implementation of upgrade Firewall system: Partial Implementation Wi-Fi 6 AX wireless Networks: Partial Sustain access points			Implementation of upgrade Firewall system: Full Implementation Wi-Fi 6 AX wireless Networks: Full Sustain access points	
3.2	Upgraded services, new devices and or new software (Source: IT Report)	Student replacement devices: Sustain Implementation Implementation of student charging carts: Full Implementation Implemented management license for student devices: Full Implementation			Student replacement devices: Sustain Implementation Implementation of student charging carts: Full Implementation Implemented management license for student devices: Full Implementation	
3.3	School & District facilities are maintained in good repair.	100% of district schools and facilitates meet the "Good" repair standard			100% of district schools and facilitates meet the	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	(Source: School Accountability Report Cards)				"Good" repair standard	
3.4	Data systems to maintain accurate data reporting (District Annual Evaluation and LCAP Report)	Students Information system reflects 100% accuracy data for all student groups. 100% of al required CALPADS data certifications are completed within the submission windows. (Year 2023-2024)			Students Information system reflects 100% accuracy data for all student groups. 100% of al required CALPADS data certifications are completed within the submission windows. time.	

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	Provide Instructional and Operational Technology	Provide instructional and operational technology for all students.Maintain and support technology systems to ensure students and employees access to effective technology to support the District's goals. (3101) Maintain 3 Tech Support (3102) Enhance and/upgrade infrastructure (3103) Technology Site Allocations and Teacher Laptop Upgrades (3110) Student Technology Upgrades	$954,760.00	Yes
3.2	Provide and Enhance Adequate Facilities and Enrichment Activities	Continue to provide adequate facilities to promote positive school culture and pride. Additional intervention and enrichment activities require more drivers and attention to facilities. The additional custodians provide transportation and attention to facilities. Continue enhancing facilities to support 21st century learning for approximately 95% of students that are unduplicated. (3104) Maintain 5 additional custodians to maintain, clean and sanitize learning facilities (3105) Provide facility repairs per Williams Settlement (3106) Maintain Site Supplies for improvements (3107) Equipment to maintain fields & facilities	$3,779,527.00	Yes

Action #	Title	Description	Total Funds	Contributing
		(3109) Upgrade and maintain facilities		
3.3	Support the Collection and Analysis of Student Achievement Data	Support the implementation of technology for learning and the collection and analysis of student achievement data (3401) Maintain Data Specialists	$148,470.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Utilizing Concentration funds to increase staff and provide direct services to Foster Youth, English Learners and Low Income students.	Broad Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Additional personnel is needed to better provide for the needs of Unduplicated Pupils. The increased staff provides for an increased staff to student ratio thus, enabling the district personnel to deliver direct services to more students.

The need for additional personnel was strongly supported by feedback from various educational partners, including teachers, administrators, parents, and community members.

Teachers and school staff emphasized the challenges of addressing the individual needs of Unduplicated Pupils within the constraints of existing staff levels. They highlighted how increasing personnel would enable more focused attention on each student, particularly those who require additional academic and emotional support.

Parents and community members echoed these concerns, advocating for more resources to ensure that every student, especially those at a disadvantage, receives the personalized attention necessary for success.

By increasing the number of personnel, COJUSD aims to create a more supportive and responsive educational environment. A lower staff-to-student ratio allows for more direct interaction between students and educators, counselors, and support staff, leading to better identification of student needs and more timely interventions. This is particularly crucial for Unduplicated Pupils, who often face additional barriers to academic success.

With more staff on hand, the District can offer tailored academic support, social-emotional counseling, and other critical services that address the specific challenges these students face.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	100% of all positions funded with Concentration Add-On funds will be filled.	100%			100%	

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	Increase FTE to improve services to Foster Youth, English Learners, and Low Income students.	This action aims to deliver direct services to Unduplicated students through the enhancement of full-time equivalent (FTE) personnel including: teachers, physical education instructors, music educators, instructional aides, behavior intervention technicians, a Lovell librarian, campus security personnel, a campus security/CTE driver, a Family Education Center outreach aide, workforce development specialists, board-certified behavior analysts, and custodians.	$2,526,903.00	Yes

Action #	Title	Description	Total Funds	Contributing

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	Within three years, All English Learners, Hispanic, and Socio-Economically Disadvantaged Students at Lovell High School will show growth on the College and Career Indicators and will decrease suspension for English Learners.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
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.

English Learners (EL), Hispanic, and Socio-Economically Disadvantaged (SED) students often face significant barriers to academic success. By specifically targeting these groups, the LEA aims to address and close achievement gaps, ensuring equitable access to education and opportunities for all students.

The California Dashboard data shows that at Lovell High School, all students, including specific subgroups (English Learners, Socioeconomically Disadvantaged, and Hispanic students), are performing in the RED category for College and Career Indicators. Additionally, English Learners are in the RED category for Suspension rates. The RED category indicates the lowest performance level, signaling an urgent need for improvement. The focus on growth in College and Career Indicators suggests an emphasis on preparing students for success after high school.

This goal aligns with broader educational goals of ensuring students are ready for higher education or the workforce.

The goal reflects input from the community, parents, educators, and other educational partners who are invested in the achievement of all students. Parents and Community Members expressed concern about the lack of college and career readiness among these student groups. Teachers also provided insight into the challenges these students face in the classroom and potential strategies for improvement. Students shared their experiences and barriers to accessing college and career 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	Lovell High School College and Career Indicator Source: CA Dashboard	Dashboard Status Results for All Students group- Very Low Percentage of graduates at the "Prepared" level on the College/Career Indicator All Student-0% Prepared Hispanic-0% Prepared Socioeconomically Disadvantaged-0% Prepared English Learners-0% Prepared (2023 Dashboard)			Dashboard Status Results for All Students group- Medium Percentage of graduates at the "Prepared" level on the College/Career Indicator All Student-30% Prepared Hispanic-30% Prepared Socioeconomically Disadvantaged-30% Prepared English Learners-20% Prepared	
5.2	Suspension Rate Source: CA Dashboard	Dashboard Performance Results for All Students group- Orange Percentage of students with at least one suspension during the school year All Students-12.1%			Dashboard Performance Results for All Students group- Green Percentage of students with at least one suspension during the school year	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Hispanic-12.4% Socioeconomically Disadvantaged-11.8% English Learners-14.3%			All Students-6.1% Hispanic-6.4% Socioeconomically Disadvantaged-5.8% English Learners-7.3%	

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	Individualized Support	Provide individualized support to students to help focus on learning. This action aims to address the low college and career readiness indicators and reduce suspension rates by providing targeted support that helps students focus on learning and improve their overall academic and behavioral outcomes. Student Parent Advocate	$122,103.00	No
5.2	Online CTE Pathway Program	The Online Learning Platform represents a modern approach to education, leveraging technology to create a dynamic, engaging, and effective learning environment for all students. It provides students at Lovel High School with online CTE courses and pathways. It supports the goal of providing a high-quality education that meets the needs of all students at Lovell High School, including English Learners, Hispanic, and Socioeconomically Disadvantaged students, preparing them for future academic and career success. (5102) eDynamic Learning	$15,000.00	No
5.3	Supplemental Material and Supplies	Supplemental education materials to guarantee the thorough execution of the online platform for CTE and pathway courses. (5103) Supplemental Materials and Supplies	$13,496.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
6	Within three years, Community Day School will create opportunities for students to participate in school projects designed to build school connectedness.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

COJUSD developed the goal, "Within three years, Community Day School will create opportunities for students to participate in school projects designed to build school connectedness," to address specific needs identified among the student population and to promote a more supportive and inclusive school environment. Community Day School serves students who have been removed from traditional educational settings. This unique position underscores the importance of creating a supportive and inclusive environment for these students who may have struggled with school connectedness in the past.
The goal to create opportunities for student participation in school projects was identified for focused attention through a comprehensive needs assessment. This process revealed that CDS students particularly benefit from initiatives that promote engagement and a sense of belonging, given their previous experiences with school disconnection. In developing this goal, COJUSD engaged in consultation with educational partners. This collaborative approach involved input from teachers, administrators, parents, students, and community members. Their insights and feedback were instrumental in shaping a goal that addresses the specific needs of CDS students while aligning with broader district objectives for student success and well-being.This goal aims to foster a sense of belonging and engagement among students, which is critical for their academic and social-emotional development.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
6.1	Local Survey measuring school connectedness and belonging	Baseline will be established upon analysis of survey results and measure the level of student school connectedness and belonging.			Target will be set upon analysis of data that establishes the 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
6.1	Provide Opportunities for School Connectedness	By providing opportunities for school connectedness through school projects, the District aims to create a nurturing and inclusive environment where students can engage in meaningful, hands-on learning experiences. These projects promote a sense of community, enhance social-emotional well-being, and foster a connection to the natural world, ultimately contributing to the overall development and success of the students. Services & Contacts Material and Supplies Aux Pay for Certificated Staff Aux Pay for Classified Staff	$50,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
7	Within three years, Esperanza will reduce the achievement gap by providing targeted instructional support aimed at improving student performance across academic areas. This goal will be accomplished by implementing differentiated instructional strategies, offering additional tutoring and intervention programs, and providing professional development for staff focused on best practices for addressing diverse learning needs.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)

An explanation of why the LEA has developed this goal.

COJUSD developed the goal "Within three years, Esperanza will reduce the achievement gap by providing instructional support" to address specific educational challenges and ensure equitable academic success for all students.

This goal reflects a strategic commitment to closing the achievement gap and enhancing instructional practices to better support diverse learners.

This goal was identified through a comprehensive analysis of student performance data, which revealed persistent disparities in achievement among different student groups, particularly low-income students and English Language Learners. By collaborating closely with educational partners—including teachers, parents, and students—COJUSD recognized the need for a focused approach to closing these gaps.

Feedback from these partners highlighted the importance of targeted instructional support and the need for differentiated teaching strategies to meet the diverse needs of our student population.

The goal reflects a strategic commitment to closing the achievement gap by enhancing instructional practices, providing additional resources, and fostering an inclusive learning environment where all students have the opportunity to succeed.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
7.1	Attendance Rates Source: COJUSD Attendance Report	All Student 67.32% Attendance Percentage (2023-2024)			All Student 75% Attendance Percentage	
7.2	Local Assessments Source: Scholastic Reading Inventory (SRI) data	Percentage of students reading at the performance level Advanced: 0% Proficient: 29% Basic: 14% Below Basic: 57% (2023)			Percentage of students reading at the performance level Advanced: 10% Proficient: 50% Basic: 10% Below Basic: 30%	
7.3	Local Assessment Source: Star Math	Baseline will be established upon analysis of math assessment data.			Target will be set upon analysis of data that establishes the 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
7.1	Literacy and Math Intervention	Provide intervention services to students at Esperanza. Support to students will be provided through small group instructional and one-on-one support. Instructional Aide	$50,000.00	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$$18,879,947	$2,526,903

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
45.162%	0.000%	$0.00	45.162%

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:** Safe and Supportive Environment (PBIS) to Engage Students **Need:** Students, particularly those from disadvantaged backgrounds such as Low-Income students, English Learners, Foster Youth, are at disproportionate risk for experiencing trauma and need additional	This action provides English Learners, Foster Youth, and Low income students with services to students, including tiered prevention and intervention, to connect, engage and support students while providing students with a sage learning environment. By providing additional staff to reinforce on-campus Positive Behavioral Interventions and Supports (PBIS), the District aims to address the specific challenges faced by these groups. This	Metric 15: Attendance Rates (Source: School Site Monthly Attendance Report) Metric 16: Chronic absenteeism rates (Source: CA Dashboard)

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
	support through safe schools and relationship building. With school closure during the pandemic, students' needs were unable to be supported with the limited connection to staff and peer. This happens to be the identified need for Cutler-Orosi Joint Unified unduplicated students. The California Healthy Kids Survey the school year 2022-2023 shows that: 5th Grade: 77% of students feel a sense of school connectedness 7th Grade: 46% of students feel a sense of school connectedness 9th Grade: 46% of students feel a sense of school connectedness 11th Grade: 49% of students feel a sense of school connectedness Suspension data for the district is at 4.9% and has declined over the previous years but reflects the need for additional safety measures on school campuses and the importance of Positive Behavior Instructional Supports. It is essential that students receive the necessary support to engage in a safe and positive learning environment. This focus on behavioral support is crucial for promoting comprehensive student development and preparing students for college and future	focus on safety and support contributes to the overall aim of promoting comprehensive student development and preparing them for college. The action of providing additional staff to reinforce PBIS addresses the needs of unduplicated pupils—such as English Learners, Foster Youth, and Low-Income students—by directly targeting the barriers that impede their full engagement in the learning environment. Foster Youth and Low-Income students often face socio-economic challenges that can impact their behavior and participation in school. The additional PBIS staff can offer tailored support to these students, fostering a positive school climate and mitigating the effects of their unique challenges. Providing this action on an LEA-wide basis ensures that all students benefit from a safe and supportive learning environment. This inclusive approach not only addresses the specific needs of unduplicated pupils but also promotes a positive and cohesive school culture that benefits the entire student body. By implementing PBIS universally, the District ensures consistency in support and behavioral expectations, thereby enhancing the overall educational experience and better preparing all students for college and future success. In addition, the District recognizes that all students will benefit from this program, and therefore these supports are provided Districtwide.	Metric 17: High School dropout rates (Source: CALPADS) Metric 18: Middle School dropout rates (Source: CALPADS) Metric 19: High School graduation rates (Source: CA Dashboard) Metric 20: Suspension rates (Source: CA Dashboard) Metric 21: Expulsion rates (Source: Data Quest) Metric 22: Sense of school connectedness (Source: CA Healthy Kids Survey)

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
	success.This focus on safety and support contributes to the overall aim of promoting comprehensive student development and preparing them for college. Educational partners have shared that since Cutler-Orosi is an unincorporated community with limited law enforcement resources, there is a need for School Resource Officers and a safety program. School Resource Officer have been tasked to build connections with students and take on a proactive approach in reducing behavior. Socio-economic challenges can contribute to behavioral issues and a lack of engagement in school. PBIS provides a structured and supportive environment that helps mitigate these challenges. Language barriers and cultural differences can sometimes lead to misunderstandings and behavioral issues for English Learners, income. PBIS helps create an inclusive environment where these students feel understood and supported. Frequent changes in living situations and schools can lead to instability and behavioral problems for Foster Youth students. PBIS provides consistency and support, helping these students feel more secure and engaged. PBIS focuses on reinforcing positive behavior and providing clear expectations and supports. This helps all students, especially those at risk, develop the social and emotional skills needed to succeed in school and beyond. By creating a positive and supportive school climate, PBIS helps increase student engagement, reduce behavioral issues, and		

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
	improve academic outcomes. Engaged students are more likely to succeed academically and be prepared for college. Educational partners have expressed a strong desire to ensure that English Learners, students from low-income families, and students in foster care receive support through alternatives to suspension and feel more connected to their schools **Scope:** LEA-wide		
1.2	**Action:** Supplemental Instructional Materials **Need:** Students, particularly those from disadvantaged backgrounds such as English Learner, Low Income and Foster Youth have limited access to the necessary resources to fully engage with and master the curriculum. This happens to be the identified need for Cutler-Orosi Joint Unified unduplicated students. ELA (Distance from Standard, 2022-2023) SED: -35.9 EL: -64.9 Foster Youth: -56.4 Math (Distance from Standard, 2022-2023) SED: -81.5 EL: -102.9	Providing supplementary educational materials on an LEA-wide basis ensures that all students, particularly unduplicated pupils, have equitable access to the resources they need. This inclusive approach promotes educational equity by ensuring that all students, regardless of their background, have the necessary materials to succeed academically, promoting fairness and equal opportunity. Students will use the materials to reinforce their learning. Implementing this action universally allows for the efficient allocation of resources, ensuring that all students benefit from the supplementary materials. A schoolwide approach ensures consistency in the availability and use of educational materials, fostering a supportive and cohesive learning environment.	Metric 3: Smarter Balanced Results Distance from Standard (DFS)Met in ELA (Source: CA Dashboard) Metric 4: Smarter Balanced Results Distance from Standard (DFS)Met in Mathematics (Source: CA Dashboard) Metric 5: CAASPP/CAA Assessments for Science (Source: CA Dashboard) Metric 12: English Learner Reclassification Rate (Source: Dataquest)

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
	Foster Youth: -83.9 Percentage of 2nd graders reading on or above grade level: EL: 27% 40.3% of English Learners making progress toward EL Proficiency By providing additional educational materials, the district ensures that all students, regardless of their background, have the tools they need to meet academic content and performance standards. Within educational partner feedback, a stated desire is to ensure all students, particularly English Learners, students from low income families, and students in foster care have access to instructional materials. **Scope:** LEA-wide	In summary, the implementation of this actions supports unduplicated pupils to ensure they can fully engage with academic content and performance standards. This approach addresses the specific challenges faced by these students, promotes equity, and supports their academic success.	
1.3	**Action:** Early Education Support for children 0-5 years of Age **Need:** Ensure that young children, particularly those from disadvantaged backgrounds such as English Learners, Foster Youth, and Low-Income families, have access to high-quality early education. Unduplicated students from Cutler-Orosi do not have access to high quality	Providing early education support on an LEA-wide basis ensures that all eligible children, including unduplicated pupils, have access to the resources they need to succeed. This ensures that early education opportunities are not limited to certain groups but are available to all, thereby promoting educational equity. By supporting early education across the board, the District can foster a community-wide culture of learning and development, benefiting all families	Metrics: 1.29 Early Language and Literacy Development (Source: DRDP Data)

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
	early education. This happens to be the identified need for Cutler-Orosi Joint Unified unduplicated students. This early support is crucial for addressing developmental gaps and preparing these children for academic success from the outset. The number of students that have enrolled in preschool over the last three years has grown tremendously. Early Childhood Education Enrollment Numbers 2020-2021: 141 students 2021-2022: 158 students 2022-2023: 192 students 2023-2024: 273 students Educational partners have shared their support of early educational program district wide. Educational partners have expressed a desire to enhance the academic success of low-income students by implementing Universal Transitional Kindergarten (UTK) earlier than the state's mandated timeline of 2025-26. By starting formal education at a younger age, students will have the opportunity to enter elementary school with stronger literacy and numeracy skills. Data also shows The Brookings Institution highlights that early childhood education helps to close the achievement gap between low-income children and their more affluent peers. Access to quality early education levels the playing field, providing low-income children with a stronger foundation for future learning.	and setting a strong foundation for future academic achievement. Implementing this action universally allows the District to allocate resources efficiently and create standardized programs that can be tailored to meet the needs of different student groups within the same framework. By addressing developmental and socio-economic challenges, the District will help ensure that all children start their educational journey on an equal footing.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
1.4	**Action:** Intervention for Students NOT YET AT STANDARD **Need:** English Learners, students in foster care, and students from low income families are not reaching grade-level proficiency in English and in math on state and local assessments. This happens to be the identified need for Cutler-Orosi Joint Unified unduplicated students. Data shows the following needs for the student groups in Cutler-Orosi: ELA (Distance from Standard, 2022-2023) SED: -35.9 EL: -64.9 Foster Youth: -56.4 Math (Distance from Standard, 2022-2023) SED: -81.5 EL: -102.9 Foster Youth: -83.9 Percentage of 2nd graders reading on or above grade level: EL: 27% 40.3% of English Learners making progress toward EL Proficiency	Providing interventions on an LEA-wide basis ensures that all students who are not yet meeting academic standards receive the support they need. This ensures that interventions are available to all students in need, regardless of their background, promoting fairness and equal opportunity for academic success. It allows for the efficient use of resources and the implementation of standardized intervention programs that can be tailored to meet the diverse needs of different student groups. The action assists staff in performing in-depth analysis of individual student data to identify and target specific skills and concepts through a Multi-Tiered System of Supports (MTSS), including Tier II acceleration and intervention. Current research in the Science of Reading aligns with our instructional cycle, which emphasizes foundational literacy skills. The action provides targeted interventions for unduplicated pupils who are not yet meeting academic standards, addressing their specific challenges, and ensuring they receive the support necessary to succeed academically.	Metric 3: Smarter Balanced Results Distance from Standard (DFS) Met in ELA (Source: CA Dashboard) Metric 4: Smarter Balanced Results Distance from Standard (DFS) Met in Mathematics (Source: CA Dashboard) Metric 5: CAASPP/CAA Assessments for Science (Source: CA Dashboard) Metric 25: Local Assessments: % of 2nd graders reading on and above grade level (Source: Fountas and Pinnell)

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 Cutler-Orosi there are 389 students with disabilities and 369 are socioeconomically disadvantaged which equates to 94.8% of Students with Disabilities as Low Income as well (CALPADS 8.1). Tailored interventions can address specific learning needs and disabilities, ensuring these students receive appropriate accommodations and support to achieve academic standards. Data shows the distance from standards on the ELA Smarter Balanced Assessment was at -111.8 and -139.4 for the math Smarter Balanced Assessment. Frequent school changes and personal instability can disrupt learning. Targeted interventions help provide continuity and support to stabilize their educational experience. By addressing the specific barriers that unduplicated pupils face, interventions help close the achievement gaps between these students and their peers, promoting equity in educational outcomes. Within educational partner feedback, a stated desire is for high-need student groups (English Learners, students in foster care, and students from low income families) to be at grade-level proficiency in ELA and in math. **Scope:**		

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
1.5	**Action:** Provide Literacy and Individualized Support **Need:** Research concludes that students identified as English Learners, foster youth and homeless have limited opportunity to visit community libraries or visit less frequently than their affluent peers, thus having a greater need for access to reading materials in the classroom and the home (Rojas, 2011). In addition, expanding access to reading materials, technology and school libraries promotes improved educational outcomes (Lance & Kachel, 2018; Gretes, 2013) This happens to be the identified need for Cutler-Orosi Joint Unified unduplicated students. This support is essential for addressing gaps in literacy that can hinder academic success and for providing personalized interventions that cater to the unique needs of each student. English Learners often need additional support to develop their reading and writing skills in English, which are critical for academic success across all subjects. Data shows the distance from standards on the ELA Smarter Balanced Assessment was at -64.9 and -102.9 for the math Smarter Balanced Assessment for English Learners. Socio-economic challenges can result in limited access to books and literacy resources at home. Schools provided literacy support	Through this action teachers will be provided curricular and instructional tools to better differentiate and/or scaffold instruction to meet the needs of English Learners, low-income students, and foster youth to provide literacy support. Providing literacy and individualized support on an LEA-wide basis ensures that all students, particularly unduplicated pupils, benefit from these interventions. It ensures literacy support is available to all students in need, regardless of their background, promoting fairness and equal opportunity for academic success. A schoolwide approach allows for the efficient use of resources and the implementation of standardized support programs that can be tailored to meet the diverse needs of different student groups. Creating a schoolwide culture of literacy and individualized support helps build a community where all students feel valued and capable of achieving their academic goals. This action provides literacy and individualized support to unduplicated pupils to improve their literacy skills and overall academic performance. This approach addresses the specific challenges faced by these students, promotes equity, and supports their academic success through personalized and targeted interventions.	Metric 3: Smarter Balanced Results Distance from Standard (DFS)Met in ELA (Source: CA Dashboard) Metric 4: Smarter Balanced Results Distance from Standard (DFS)Met in Mathematics (Source: CA Dashboard) Metric 5: CAASPP/CAA Assessments for Science (Source: CA Dashboard) Metric 25: Percentage of 2nd graders reading on and above grade level (Source: Fountas and Pinnell)

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
	helps bridge this gap. Data shows the distance from standards on the ELA Smarter Balanced Assessment was at -35.9 and -81.5 for the math Smarter Balanced Assessment for Socioeconomically Disadvantaged students. Frequent changes in home and school environments can disrupt the development of consistent literacy skills. Targeted support helps stabilize their educational progress. Data shows the distance from standards on the ELA Smarter Balanced Assessment was at -56.4 and -83.9 for the math Smarter Balanced Assessment for Foster Youth students districtwide. **Scope:** LEA-wide		
1.6	**Action:** College and Career Provide college and career experiences for students to prepare them for a variety of post-secondary options. **Need:** Low-Income students, English Learners,and Foster Youth, often do not have the necessary exposure, guidance, and support to explore and pursue a range of post-secondary education and career pathways. This happens to be the identified need for Cutler-Orosi Joint Unified unduplicated students. Providing college and career experiences for students	Providing college and career experiences on an LEA-wide basis ensures that all students, particularly unduplicated pupils, have access to these crucial resources. It ensures that every student, regardless of their background, has the opportunity to explore and prepare for a variety of post-secondary options, promoting fairness and equal opportunity. Implementing this action universally allows for the efficient allocation of resources, ensuring that all students benefit from a cohesive and comprehensive program. It also builds a College and Career-Ready culture fostering a culture of high expectations and aspirations, where all students are encouraged	Metric 6: Percentage of Students who have successfully completed A-G Requirements (Source: CA Dashboard College/Career Levels & Measures Report) Metric 7: Percentage of pupils who have successfully completed CTE Courses from an

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
	will prepare them for a variety of post-secondary options. This support is crucial for overcoming barriers that may limit their opportunities and for equipping them with the skills and knowledge needed for future success. Data from 2022-2023 shows the following for the SBAC Assessment: 17.07% of 11th grade students Exceeded Standards in ELA 4.90% of 11th grade students Exceeded Standards in Math 33.45% of 11th grade students Met Standards in ELA 11.89% of 11th grade students Met Standards in Math Percentage of students who met each of the measures in the College and Career Indicator "Prepared" and "Approaching" Levels" from 2022-2023 Prepared Category SED: 41.3% EL: 16.3% Approaching Category SED: 25.3% EL: 35% English Learners and Low-Income Students often lack access to information and resources about college and career opportunities.	and supported to pursue their post-secondary goals. This action provides college and career experiences to unduplicated pupils to ensure they have the necessary exposure, guidance, and support to explore and pursue a range of post-secondary options. This approach addresses the specific challenges faced by these students, promotes equity, and prepares them for future success in both education and career pathways.	approved career pathway. (Source: CA Dashboard College/Career Levels & Measures Report) Metric 8: Percentage of Pupils who have successfully completed at least one college credit course (Source: CA Dashboard College/Career Levels & Measures Report) Metric 9: Percentage of students who met each of the measures in the College and Career Indicator "Prepared" and "Approaching" Levels" (Source: CA Dashboard College/Career Levels & Measures Report Metric 10: Percentage of pupils who are awarded the Seal of Biliteracy (Source: CA Dashboard College/Career Levels & Measures Report) Metric 13: Percentage of students passing AP exams with a score of 3 or higher (Source: CA Dashboard College/Career

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
	Providing experiences such as college tours, career fairs, and internships helps them understand the options available to them. Often time. Foster Youth can experience instability and inconsistency in their educational journey which is caused by frequent changes in their living situations. Structured college and career experiences provide a clear pathway and sense of direction. 100% of students have been provided with college and career experiences in each of their academic years. Educational partners noted value and expressed great support of this action during input session and stated that is a desire of all English Learners, students from low income families, and Foster Youth students graduate from high school and have access to college. **Scope:** LEA-wide		Levels & Measures Report) Metric 14: Number of Student who are prepared for college by the Early Assessment Program
1.7	**Action:** Individualized Support for At Promise Males and Females **Need:** Low income students, English Learners, and Foster Youth students often face multiple barriers that can hinder their educational	Through this action, staff will be provided with curricular and instructional tools to better differentiate and/or scaffold instruction to meet the needs of English Learners, low-income students, and foster youth to address dropout and suspension rates.	Metric 17: High School dropout rates (Source: CA Dashboard) Metric 18: Middle School dropout rates (Source:CA Dashboard)

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
	success, including socio-economic challenges, language barriers, instability in their personal lives, and learning disabilities. This happens to be the identified need for Cutler-Orosi Joint Unified unduplicated students. Addressing these needs through individualized support is crucial for ensuring that these students stay engaged, achieve academic success, and reach their full potential. Data shows a 19.8% high school drop out rate for English learners and 4.5% for Low Income Students. Suspension data also shows 4.9% of Low Income students were suspended, 4.9% of English Learners were suspended and 11.1% of Foster Youth were suspended. Within educational partner feedback, a stated desire is to increase the academic outcomes including interventions for low income students, Foster Youth, and English Learners to provide equitable opportunities. **Scope:** LEA-wide	Providing individualized support on an LEA-wide basis ensures that all at-promise students, particularly unduplicated pupils, benefit from targeted interventions. This ensures that every student, regardless of their background, has access to the personalized support they need to succeed academically and personally. Implementing individualized support universally allows for the efficient allocation of resources and ensures that all students benefit from a cohesive support system. A schoolwide approach fosters a culture of inclusivity and support, where all students feel valued and capable of achieving their goals. This actions provides individualized support to at-promise males and females to address their specific academic, emotional, and social challenges. This approach ensures that these students receive the targeted interventions necessary for their success, promotes equity, and helps prevent dropout, creating a supportive learning environment for all students.	Metric 20: Suspension rates (Source: CA Dashboard) Metric 22: Sense of school connectedness (Source: CA Healthy Kids Survey)
1.8	**Action:** Reading Intervention and Acceleration Services **Need:**	Through this action, staff will be provided with curricular and instructional tools to better differentiate and/or scaffold instruction to meet the needs of English Learners, low-income students, and foster youth to address reading needs.	Metric 25: Percentage of 2nd graders reading on and above grade level Source: Fountas

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
	Early literacy is critical for academic success, and addressing reading difficulties at an early age can prevent long-term academic struggles and promote a strong foundation for future learning. Data shows 27% of English learners are reading at grade level in 2nd grade as compared to 42% of ALL students. This happens to be the identified need for Cutler-Orosi Joint Unified unduplicated students. This action will provide intervention and acceleration services to students in K-2 that are reading below grade level to ensure that young students, particularly those from disadvantaged backgrounds, receive the necessary support to develop essential reading skills. Educational partners surveyed indicated the effectiveness of this action. **Scope:** LEA-wide	Providing intervention and acceleration services on an LEA-wide basis ensures that all students, particularly unduplicated pupils, have access to the support they need. It ensures that every student, regardless of their background, has the opportunity to develop essential reading skills, promoting fairness and equal opportunity for academic success. Implementing this action universally allows for the efficient allocation of resources and ensures that all students benefit from a cohesive and comprehensive reading support program. A schoolwide focus on early literacy fosters a culture of reading and learning, where all students are encouraged and supported to develop strong reading skills. This actions provides intervention and acceleration services to K-2 students who are reading below grade level to ensure they develop essential reading skills. This approach addresses the specific challenges faced by unduplicated pupils, promotes equity, and helps prevent long-term academic struggles, creating a supportive learning environment for all students.	
1.9	**Action:** Support to Improve Pupil Attendance and Positive Behavior **Need:** Unduplicated pupils, including Low-Income students, English Learners, Foster Youth often face unique challenges that can affect their attendance and behavior at school. This happens to be the identified need for Cutler-Orosi Joint Unified unduplicated students. In the 2023-2024 school year, there were over	To address student needs, staff will provide positive behavior and attendance services to students, including tiered absence prevention and intervention, to engage and support students while assessing barriers to attendance. Providing social-emotional development, mental health, and health support on an LEA-wide basis ensures that all students, particularly unduplicated pupils, benefit from these essential services. It ensures that all students, regardless of their	Metric 15: Attendance Rates (Source: School Site Monthly Attendance Report) Metric 20: Suspension rates (Source: CA Dashboard) Metric 22: Sense of school connectedness (Source: CA Healthy Kids Survey)

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
	180 Student Attendance Review Team Meetings held throughout the district and many parents shared the difficulties in getting their child to school. Districtwide, school sites mailed out 1589 SARB 1 letters home. Data shows chronic absenteeism was at 18.4% in the district on the 2023 Dashboard. By providing supportive measures to maintain or improve daily pupil attendance and promote positive behavior on campus the goal is to address the barriers that hinder regular attendance and positive behavior, which are crucial for academic success and a positive school experience. Data from 2022-2023 shows that the follows grade levels feel school connectedness: 5th Grade: 77% 7th Grade: 46% 9th Grade: 46% 11th Grade: 49% Suspension Data from 2022-2023: SED: 4.9% EL: 5.8% Foster Youth: 11.1% Educational partners have expressed a strong desire to ensure that English Learners, students from low-income families, and students in foster care are provided with positive behavior on campus. Additionally, they emphasize the importance of offering support to students to help remove barriers to attendance.	background, have access to the support they need to thrive academically and personally. By implementing support services universally allows for the efficient allocation of resources, ensuring comprehensive and consistent support for all students. A schoolwide focus on student well-being creates an inclusive and supportive environment, where all students are encouraged and supported to succeed. This actions provides social-emotional development, mental health, and health support to unduplicated pupils to address the specific challenges they face, promoting their overall well-being and enabling them to focus on learning. This approach promotes equity, enhances student engagement, and fosters a positive and supportive school culture.	

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		
1.10	**Action:** Provide Wrap Around Services to Support Student Learning **Need:** Unduplicated pupils, including Low-Income students, English Learners, and Foster Youth often face unique and significant barriers that impact their ability to focus on and succeed in their education. Social, emotional, and health challenges can hinder student academic performance and overall well-being but by providing wrap around services to student learning can be supported. This happens to be the identified need for Cutler-Orosi Joint Unified unduplicated students. Foster Youth and low income students may experience trauma and instability in their personal lives, affecting their emotional well-being. Providing social-emotional support helps them build resilience, self-esteem, and positive relationships. Stress can also affect students' emotional health. Social-emotional development programs help these students cope with stress and develop healthy emotional responses. English Learners can experience cultural adjustments and language barriers which impact social integration and emotional health.	To address student needs, Counselors will provide comprehensive Multi-tiered levels of support including prevention and intervention to students. Counselors and Psychologist will use evidence based practices to provide wrap around services to students. Providing social-emotional development, mental health, and health support on an LEA-wide basis ensures that all students, particularly unduplicated pupils, benefit from these essential services. It ensures that all students, regardless of their background, have access to the support they need to thrive academically and personally. Implementing support services universally allows for the efficient allocation of resources, ensuring comprehensive and consistent support for all students. A schoolwide focus on student well-being creates an inclusive and supportive environment, where all students are encouraged and supported to succeed. This actions provides social-emotional development, mental health, and health support to unduplicated pupils to address the specific challenges they face, promoting their overall well-being and enabling them to focus on learning. This approach promotes equity, enhances student engagement, and fosters a positive and supportive school culture.	Metric 22: Sense of school connectedness (Source: CA Healthy Kids Survey)

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
	Social-emotional programs help these students feel more connected and supported in their school community. In Cutler-Orosi there are 389 students with disabilities and 369 are socioeconomically disadvantaged which equates to 94.8% of Students with Disabilities as Low Income as well (CALPADS 8.1). The district understand the importance of Low-Income Students with disabilities to receive speech services. The speech therapist also serves to provided additional services to students who have not been identified with a disability. Addressing mental health needs is crucial for students who may face higher rates of anxiety, depression, and other mental health issues due to various stressors. Providing access to mental health resources and counseling ensures that these students receive the necessary support to maintain their mental well-being. Current data shows that the follows grade levels feel school connectedness: 5th Grade: 77% 7th Grade: 46% 9th Grade: 46% 11th Grade: 49% Educational partners surveyed indicated the effectiveness of this action and the need to		

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
	support students with wrap around services at the school site. **Scope:** LEA-wide		
1.11	**Action:** Provide Broad Course of Study **Need:** Students from low income families, English Learners, and students in foster care face limited access to visual and performing arts access that can also provide academic support and enrichment. This happens to be the identified need for Cutler-Orosi Joint Unified unduplicated students. This broad course of study includes various subjects and learning experiences that equip students with the knowledge, skills, and competencies needed for academic success, personal development, and future career opportunities. Socio-economic barriers can limit access to a wide range of educational experiences. A broad course of study ensures these students have access to a variety of subjects and enrichment opportunities, promoting a well-rounded education. Providing a diverse curriculum helps English Learners develop proficiency in English while engaging in content-rich learning across different subjects, enhancing their overall academic experience.	This action will provide Unduplicated students with music courses from Kindergarten to 12th grade. Providing a broad course of study on an LEA-wide basis ensures that all students, particularly unduplicated pupils, benefit from a diverse and comprehensive curriculum.Studies have shown that students who participate in a broad curriculum tend to perform better academically and are more likely to succeed in higher education and their careers. It ensures that all students, regardless of their background, have access to a wide range of educational experiences, promoting fairness and equal opportunity. Implementing a broad curriculum universally allows for the efficient allocation of resources and ensures that all students benefit from a cohesive and comprehensive educational program.A schoolwide focus on providing a broad course of study creates a dynamic and enriching learning environment, where all students are encouraged and supported to explore their interests and develop their talents. This action provides a broad course of study to unduplicated pupils to ensure they have access to diverse and comprehensive learning opportunities. This approach addresses the specific challenges faced by these students, promotes equity, and	Metric 1: Access to standards- aligned materials (Source: Textbook Sufficiency Resolution) Metric 23: Broad Course of Study

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
	Frequent school changes can result in gaps in learning and limited exposure to a comprehensive curriculum for Foster Youth students. A broad course of study helps bridge these gaps and provides consistency in their educational journey. Data shows that 100% of students are receiving a Broad Course of Study. Educational partners surveyed have indicated the effectiveness of this action. Feedback from educational partners also included that low income students receive additional enrichment opportunities. **Scope:** LEA-wide	prepares them for future success in higher education and their careers.	
1.12	**Action:** Provide Enrichment Services for students identified as Gifted and Talented (GATE) **Need:** Low-Income students, English Learners, Foster Youth, who are identified as gifted and talented often do not have the resources to receive specialized instruction. This happens to be the identified need for Cutler-Orosi Joint Unified unduplicated students. By providing enrichment services for students identified as Gifted and Talented (GATE) students can receive the advanced and specialized instruction necessary to fully develop their potential. These enrichment services are	Providing enrichment services for gifted and talented students on an LEA-wide basis ensures that all eligible students, particularly those from disadvantaged backgrounds, have access to the resources and opportunities they need. This inclusive approach ensures that gifted students from all backgrounds have equal access to advanced learning opportunities, promoting fairness and equal opportunity. Implementing enrichment services universally allows for the efficient allocation of resources and ensures that all gifted students benefit from a cohesive and comprehensive program. A schoolwide focus on providing enrichment for gifted students creates a culture that values and nurtures high academic achievement and talent development.	Metric 28: Number of Gate Students provided with services

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
	crucial for addressing the unique educational needs of gifted students and ensuring they are challenged and engaged in their learning. Gifted English Learners students require advanced instruction that not only challenges them academically but also supports their language development, ensuring they can excel in both their giftedness and language proficiency. Low-Income and Foster Youth Gifted Students can face financial constraints can limit access to enrichment opportunities outside of school. Providing in-school enrichment ensures these students have equal opportunities to develop their talents. Current data shows there are 136 students and educational partners have indicated the effectiveness of this action to support students. Within educational partner feedback, a stated desire is to ensure all students, particularly English Learners, students from low income families, and students in foster care, have the resources they need to maximize their full potential. **Scope:** LEA-wide	This actions provides enrichment services to gifted and talented students, particularly unduplicated pupils, to ensure they receive the advanced and specialized instruction necessary to fully develop their potential. This approach addresses the specific challenges faced by these students, promotes equity, and supports their academic and personal growth.	
1.13	**Action:**	Providing co-curricular programs on an LEA-wide basis ensures that all students, particularly	Metric 24: Extra Curricular Activities

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
	Provide Opportunities for Co-Curricular Programs **Need:** Often students from disadvantaged backgrounds, such as Low-Income students, English Learners, Foster Youth, do not have access to programs that promote their physical health, mental well-being, and overall academic and athletic development. This actions provides opportunities for co-curricular programs to enhance health, fitness, and athletic/academic competitiveness is to ensure that their is a holistic development of students, providing them with opportunities to engage in activities that complement their academic learning and foster a sense of belonging and achievement. Financial constraints may limit a Low-Income student's access to extracurricular activities outside of school. Providing co-curricular programs ensures these students can participate in physical activities that promote health and fitness. Participation in co-curricular programs can provide Foster Youth stability and a sense of community, helping foster youth cope with the instability in their personal lives. Engaging in co-curricular activities promotes mental well-being by reducing stress, building self-esteem, and providing a positive outlet for energy and emotions.	unduplicated pupils, have access to the benefits of these programs. This ensures that all students, regardless of their background, have the opportunity to participate in co-curricular activities that enhance their development and competitiveness. Implementing these programs universally allows for the efficient use of resources and ensures that all students benefit from a cohesive and comprehensive set of activities.A schoolwide focus on co-curricular programs creates a vibrant and supportive school culture where students are encouraged to explore a wide range of interests and develop a balanced set of skills. This action provides opportunities for co-curricular programs to unduplicated pupils to enhance their health, fitness, and academic/athletic competitiveness. This approach addresses the specific challenges faced by these students, promotes equity, and supports their holistic development and success.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Academic and Athletic Competitiveness: Co-curricular programs can help English Learner students improve language skills and build confidence through participation in team sports and academic competitions. Access to a variety of programs can help Low-Income students discover and develop talents that may lead to academic scholarships or future career opportunities. Data show students involved in extracurricular activities are as follows: El Monte Middle School: 283 Orosi High School: 357 Educational partners have indicated the effectiveness of this action to support students. **Scope:** LEA-wide		
1.14	**Action:** Provide Support to Family Education Services **Need:** Many family in Cutler-Orosi face barriers such as trauma, poverty, and resources. These barriers can include language differences, lack of understanding of the education system, socio-economic challenges, and limited access to resources. This happens to be the	Providing additional support to Family Education Services on an LEA-wide basis ensures that all families, particularly those of unduplicated pupils, benefit from the resources and support needed to fully participate in their children's education. This ensures that all families, regardless of their background, have the support they need to engage with and support their children's education, promoting fairness and equal opportunity.Implementing family education	Metric 27: Parent Engagement Report (Source: Monthly Site Parent Involvement Report)

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
	identified need for Cutler-Orosi Joint Unified unduplicated students. Providing additional support to Family Education Services is crucial for empowering families to actively participate in their children's education and ensuring that students receive the comprehensive support they need to succeed academically and personally.This action allows for additional support to Family Education Services to ensure parents and students have the support needed to overcome obstacles to fully participate in school. Data show parent engagement is currently at: Cutler Elementary: 3206 Golden Valley: 846 Palm: 1505 El Monte: 2404 Orosi High School: 2037 Alt Ed: 53 Educational partners have indicated the effectiveness of this action and the support provided to families. English Learner Families face language barriers that hinder their ability to communicate with teachers and understand school processes. Family Education Services can provide language support and translation services to help bridge this gap. Socio-economic challenges can limit parents' ability to engage with their children's education. Providing resources and education	services universally allows for the efficient use of resources and ensures that all families benefit from a cohesive and comprehensive support program. A schoolwide focus on family education creates a culture of collaboration and support, where families and schools work together to promote student success. By providing additional support to Family Education Services to ensure that parents and students have the support needed to overcome obstacles to fully participate in school. This approach addresses the specific challenges faced by unduplicated pupils and their families, promotes equity, and supports the academic and personal success of students through strong home-school partnerships.	

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
	on how to support their children's learning at home can help mitigate these challenges. Foster parents may need additional support and education on how to navigate the education system and support the specific needs of foster youth. **Scope:** LEA-wide		
2.1	**Action:** Provide Mentoring Support to Teachers **Need:** All students should benefit from high-quality instruction provided by a well-supported and highly qualified teaching staff but especially students from disadvantaged backgrounds, such as Low-Income students, English Learners, Foster Youth. Effective teaching is crucial for addressing the diverse learning needs of these students and improving their academic outcomes.This happens to be the identified need for Cutler-Orosi Joint Unified unduplicated students. The District commits to providing support for teachers through a powerful mentoring program to ensure that all teacher receive the support they need for the diverse student need. Data from 2022-2023 shows the following: 85% of teachers fully credentialed	Providing a mentoring program for teachers on an LEA-wide basis ensures that all students, particularly unduplicated pupils, benefit from the positive impacts of having highly qualified and well-supported teachers. This inclusive approach ensures that all students, regardless of their background, have access to high-quality instruction from well-prepared and supported teachers, promoting fairness and equal opportunity. Implementing the mentoring program universally allows for the efficient use of resources and ensures that all teachers and students benefit from a cohesive and comprehensive support system. A schoolwide focus on mentoring and professional development creates a culture of continuous improvement and excellence in teaching, benefiting all students. By providing support for teachers through a powerful mentoring program to maintain a large pool of highly qualified teaching staff. This approach addresses the specific challenges faced by unduplicated pupils, promotes equity, and	Metric 2.1: Teachers: Fully credentialed and appropriately assigned Metric 2.9:Percentage of Teachers Appropriately Assigned

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
	Students from disadvantaged backgrounds often require differentiated and effective teaching strategies to overcome various learning barriers. A mentoring program ensures that teachers are well-prepared and supported to deliver high-quality instruction tailored to the needs of these students. Stability in teaching staff is particularly important for students who may face instability in their personal lives such as Low-Income Students and Foster Youth: A mentoring program helps retain experienced teachers, providing consistency and stability in the classroom. Teachers need specialized training to address the unique challenges faced by English Learners, including language acquisition and cultural differences. Mentoring programs provide ongoing professional development to enhance teachers' skills in these areas. Research shows that teacher quality is one of the most significant factors influencing student achievement. By supporting teachers through mentoring, the District can improve overall student performance and close achievement gaps. Data shows 85% of teachers fully credentialed and the district will continue to provide resources to support teacher credentialing and mentorship.Educational partners surveyed indicated the effectiveness of this action.	supports improved student achievement and comprehensive human development throughout the District.	

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	Scope: LEA-wide		
2.2	**Action:** Provide Ongoing Training and 2-day Professional Learning **Need:** Students from disadvantaged backgrounds such as Low-Income students, English Learners, Foster Youth have unique academic and social emotional needs. Some of the needs include learning a second language, having unstable home environments that transfer to the classroom, or lack of access to help on homework or resources. Feedback collected from staff has stated that the effects of what students deal with at home can widen the achievement gap. This happens to be the identified need for Cutler-Orosi Joint Unified unduplicated students. The 2023 Dashboard was evident of several areas of student academic needs. The 2023 Dashboard results showed the following RED for school sites/students groups on the ELPI metric: District- English Learners Cutler Elementary- English Learners Golden Valley Elementary-English Learners El Monte Middle- English Learners Orosi High -English Learners The 2023 Dashboard results showed the following RED for school sites/student groups on the ELA/Math Achievement metric:	Providing ongoing training and biannual professional learning events on an LEA-wide basis ensures that all staff members benefit from comprehensive professional development, leading to a cohesive and consistent approach to student support across the District. This ensures that all students, regardless of their background, are supported by well-trained staff capable of addressing their unique needs, promoting fairness and equal opportunity. Implementing professional development universally allows for the efficient use of resources, ensuring all staff members receive high-quality training that benefits all students. In summary, providing ongoing training and biannual professional learning events to all staff improves and increases their ability to address student needs effectively, maintain high standards in schools and programs, and minimize achievement gaps. This approach addresses the specific challenges faced by unduplicated pupils, promotes equity, and supports improved student outcomes through comprehensive and continuous professional development.	Metric 4: Percentage of staff receiving two extended Professional learning days

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
	District- Homeless Youth El Monte Middle- All Students, Socioeconomically Disadvantaged student, and Hispanic students Staff need the knowledge and skills necessary to effectively address the diverse needs of students. The professional development aims to enhance the overall efficiency and effectiveness of the school environment, ultimately leading to improved student outcomes and minimized achievement gaps. Teachers and staff need specialized training to address language barriers and support English language acquisition and the needs of Long-term English Learners. Professional learning sessions focus on strategies for improving academic content understanding and language proficiency. By addressing the specific needs of significant student groups, such as low income students and English Learners, professional development helps reduce achievement gaps and promotes equity in educational outcomes. Ongoing training ensures that all staff members, including certified, classified, and management personnel, are consistently prepared to meet student needs efficiently, maintaining the high standards of the District's schools and programs. Requiring teachers to submit a tutorial log at the end of every month ensures accountability		

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	and provides valuable data for continuous improvement of instructional practices and student support strategies. 100% of staff recieved professional learning to support students. Educational partner feedback stated a desire is to ensure all students, particularly English Learners, students from low income families, and students in foster care, have access to highly qualified teachers. Comments from educational partner input shared that staff want our students to be able to compete with students from large school districts and show other want disadvantaged students can do with a high quality education. **Scope:** LEA-wide		
2.3	**Action:** Provide Professional Learning and Instructional Coaching Support **Need:** Students, particularly those from disadvantaged backgrounds such as English Learners and Low Income have many different needs.Some of the needs include learning a second language, having unstable home environments that transfer to the classroom, or lack of access to help on homework or resources. Feedback collected from staff has stated that the effects of what students deal with at home can widen the achievement gap.	Providing support for professional learning and instructional coaching on an LEA-wide basis ensures that all teachers have access to the resources and training they need to effectively support their students. It ensures that all students, regardless of their background, receive high-quality instruction from well-trained and supported teachers, promoting fairness and equal opportunity. Implementing professional learning and instructional coaching universally allows for the efficient use of resources, ensuring that all teachers and students benefit from a cohesive and comprehensive support system.	Metric 4: Percentage of staff receiving two extended Professional learning days Metric 6: Implementation of academic content and performance standards for all students, including how English Learners will access CCSS and ELD Standards Source: LCFF Priority 2 Self Reflection Tool

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
	This happens to be the identified need for Cutler-Orosi Joint Unified unduplicated students. The 2023 Dashboard was evident of several areas of student academic needs. The 2023 Dashboard results showed the following RED for school sites/students groups on the ELPI metric: District- English Learners Cutler Elementary- English Learners Golden Valley Elementary-English Learners El Monte Middle- English Learners Orosi High -English Learners The 2023 Dashboard results showed the following RED for school sites/student groups on the ELA/Math Achievement metric: District- Homeless Youth El Monte Middle- All Students, Socioeconomically Disadvantaged student, and Hispanic students In order to meet the needs of students, teachers are provided with professional learning and coaches to deliver high-quality instruction. This support is crucial for enhancing student learning outcomes and addressing the specific educational challenges faced by these students groups. Teachers need specialized professional learning and coaching to effectively teach academic content while simultaneously supporting English language development. This dual focus helps English Learners achieve proficiency in both language and subject matter.	By providing support for teachers through professional learning and instructional coaching student learning will be enhanced. This approach addresses the unique challenges faced by unduplicated pupils, promotes equity, and supports improved academic achievement through comprehensive and continuous professional development.	

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
	Professional learning and instructional coaching enhance teachers' ability to deliver effective instruction, improving academic achievement for all students, particularly those from disadvantaged backgrounds. Instructional coaching provides teachers with the tools and techniques to differentiate instruction, tailor their teaching methods to the unique needs of these students, and use data-driven approaches to monitor and support student progress. Ensuring that all teachers are proficient in delivering instruction aligned with State Standards guarantees that students receive a consistent, high-quality education across the district, promoting equity and fairness. Continuous professional learning opportunities and instructional coaching help teachers stay updated with the latest educational practices, research, and technologies, enabling them to provide the best possible education to their students. 100% of staff recieved professional learning to support students. Educational partners surveyed indicated the effectiveness of this action. **Scope:** LEA-wide		

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
2.4	**Action:** Provide Categorical Program Staff to Coordinate Supplemental Services **Need:** Students from disadvantaged backgrounds and their families often need additional support and resources to meet educational outcomes. Many students in Cutler-Orosi Joint Unified are first generation students attending school or new to the country and need help understanding the school system. As of the 2023-2024 school year, there were 2,008 parents who did not graduate high school. This happens to be the identified need for Cutler-Orosi Joint Unified unduplicated students. The 2023 Dashboard results showed the following RED for school sites/students groups on the ELPI metric: District- English Learners Cutler Elementary- English Learners Golden Valley Elementary-English Learners El Monte Middle- English Learners Orosi High -English Learners The 2023 Dashboard results showed the following RED for school sites/student groups on the ELA/Math Achievement metric: District- Homeless Youth El Monte Middle- All Students, Socioeconomically Disadvantaged student, and Hispanic students	Providing categorical programs department staff to coordinate supplemental services and parent education programs on an LEA-wide or schoolwide basis ensures that all students and their families have access to these crucial resources. This ensures that all students, regardless of their background, receive the support they need to succeed, promoting fairness and equal opportunity. Implementing these services universally allows for the efficient allocation of resources, ensuring that all students and families benefit from a cohesive and comprehensive support system. Effective coordination ensures that all supplemental services are aligned and delivered efficiently, avoiding duplication and ensuring that all students receive the necessary support to improve their learning outcomes. By providing categorical programs department staff to coordinate supplemental services, English Learner, and parent education programs can work together to improve student learning,This approach addresses the specific challenges faced by unduplicated pupils, promotes equity, and supports enhanced academic achievement and family engagement through coordinated and comprehensive services.	Metric 7: CALPADS reporting with 100% accuracy and on time

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
	Coordinating these services is crucial for addressing the diverse needs of English Learners,low income students and Foster Youth. English Learners require additional language support and academic interventions to achieve proficiency and succeed in school. Categorical programs staff can coordinate targeted supplemental services to meet these needs. Parents of English Learners often have language barriers and cultural differences can hinder parental involvement. Coordinated parent education programs provide these parents with the knowledge and tools to support their children's education effectively. Coordinating supplemental services and parent education programs helps improve overall student engagement and academic performance, particularly for those from disadvantaged backgrounds. Strengthening the relationship between schools and families through coordinated services and education programs fosters a supportive environment where students can thrive academically and personally. CALPADS reporting has been certified with 100% accuracy. Educational partners surveyed indicated 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
	Scope: LEA-wide		
2.5	**Action:** Provide Parent Education Opportunities **Need:** Families of English Learners, Foster Youth, and Low-Income, face additional challenges that can hinder their ability to engage fully in their children's education. Many parents have shared that working in the fields requires that to leave very early in the morning and return very late at night. These parents have shared it is difficult for them to attend parenting meeting during the day and have requested parent education opportunities late at night. This happens to be the identified need for Cutler-Orosi Joint Unified unduplicated students. Parents and guardians need to be provided with the knowledge, skills, and resources necessary to effectively support their children's education. Language barriers and cultural differences can limit parental involvement in school activities and communication with teachers. Parent education and training programs can provide these families with the tools they need to participate more fully in their children's education. Research shows that increased parental involvement leads to better student outcomes, including higher academic achievement, improved behavior, and increased motivation.	Providing opportunities for meaningful parent education and training on an LEA-wide basis ensures that all families, particularly those of unduplicated pupils, have access to the resources and support they need. This ensures that all parents, regardless of their background, have the opportunity to engage in their children's education, promoting fairness and equal opportunity. Parents are provided with multiple engagement and educational opportunities such as Literacy is King for parents and Digital Citizenship for Parents. Strengthening the relationship between families and schools fosters a supportive and collaborative environment, promoting student success. Educated and engaged parents are better equipped to support learning at home and work effectively with educators. Understanding the social-emotional needs of their children helps parents support their overall well-being, leading to a more holistic approach to education and development. Implementing parent education programs universally allows for the efficient use of resources and ensures that all families benefit from a cohesive and comprehensive support system. In summary, by providing opportunities for meaningful parent education and training, parents can be more involved and support their children's education. This approach addresses the specific challenges faced by these families, promotes	Metric 2: Parental participation in programs for unduplicated pupils (UDPs) and individuals with exceptional needs (Source: Targeted Review Data & District Monthly Parent Engagement Sign in Sheet) Metric 3: Parent Engagement Report (Source: Monthly Site Parent Involvement Report)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	By educating and empowering parents, the District can help ensure these benefits for all students, especially those from disadvantaged backgrounds. Data collected from parent engagement records provides valuable insights into how effectively parents are involved in their children's education, identifying areas where additional support or resources may be needed to enhance parental participation and improve student outcomes. Data shows an increase in the number of parents attending educational events but the need to continue parental education still exist. Educational partners surveyed indicated the effectiveness of this action. **Scope:** LEA-wide	equity, and supports improved academic outcomes and family engagement through comprehensive and accessible parent education programs.	
2.6	**Action:** Provide Parent Communication **Need:** Feedback from parents suggest that Cutler-Orosi JUSD, continue to invest in communication to families. Feedback collected from parents state that many families do not have access to transportation or work long hours and can not attend school events.This happens to be the identified need for Cutler-Orosi Joint Unified unduplicated students.	Providing additional funding to enhance district/parent communication and engage parents in decision-making on an LEA-wide ensures that all families benefit from improved communication and engagement efforts.This action especially helps unduplicated studies and their families as some parents can not attend school events and this provides communication and information directly to the parents. Studies show that when parents are involved, students achieve higher grades, test scores, and graduation rates. This is true when parents maintain high expectations for their children's education.	Metric 8: Quarterly Districts Newsletter

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
	Our families from low-income backgrounds often need additional resources to be actively involved in their children's education and have a voice in school-related decisions. Effective communication and engagement are crucial for building strong home-school partnerships, which positively impact student outcomes. **Scope:** LEA-wide	Language barriers can make it difficult for these parents to understand school communications and participate in their children's education. Additional funding can support translation services and bilingual communication tools to ensure all parents are well-informed. Engaging parents in decision-making processes helps ensure that their perspectives and needs are considered, leading to more equitable and effective educational policies and practices. This includes participation in school committees, advisory boards, and other decision-making bodies. Strengthening communication and involving parents in decision-making fosters trust and collaboration between families and schools. This partnership is essential for creating a supportive educational environment and improving student outcomes. Socio-economic challenges can limit access to information and resources. Providing additional funding for communication tools and outreach ensures that these families receive timely and accurate information about school events, programs, and resources.	
3.1	**Action:** Provide Instructional and Operational Technology **Need:**	Providing instructional and operational technology on an LEA-wide basis ensures that all students and staff have access to the necessary technological resources. Even though this action is principally directed at address the needs of Unduplicated Pupils, it will be implemented LEA-	Metric 1: District infrastructure (Source: IT Report) Metric 2: Upgraded services, new devices and

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
	Districtwide needs assessment through surveys showed the need that Low income students, Foster Youth, and English Learners often do not have equitable access to technology and technological resources, which are essential for academic success in the modern educational environment. This happens to be the identified need for Cutler-Orosi Joint Unified unduplicated students. Low-Income students often lack access to necessary technology at home. Providing them with devices and internet access ensures they can participate fully in digital learning and complete assignments. Frequent changes in living situations can disrupt access to technology for Foster Youth Students. Ensuring these students have consistent access to devices and internet is crucial for their educational continuity. English Learners' access to adaptive and supportive technologies can enhance learning experiences and support specific educational needs. Within educational partner feedback, particularly parents and families, a stated desire is to ensure English Learners, students from low income families, and students graduate from high school and have access to technology. **Scope:** LEA-wide	wide to benefit all students, as many other students exhibited similar needs. It ensures that all students, regardless of their background, have equal access to the technology needed to succeed academically, promoting fairness and equal opportunity. Implementing technology initiatives universally allows for the efficient allocation of resources and ensures that all students and staff benefit from a cohesive and comprehensive technology support system.	or new software (Source: IT Report)

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
3.2	**Action:** Provide and Enhance Adequate Facilities and Enrichment Activities **Need:** High-quality facilities are crucial for creating a positive school environment, promoting student engagement, and supporting a wide range of learning activities. Students from disadvantaged backgrounds need to have access to safe, well-maintained, and modern facilities that support their educational and personal development. This happens to be the identified need for Cutler-Orosi Joint Unified unduplicated students. Cutler-Orosi is also a rural community, with inadequate sidewalks and lighting. Many students also are living in East Orosi that is outside of walking distance. Low-Income Students, English Learners, Foster Youth benefit from additional intervention and enrichment activities that support their academic and personal growth. Adequate facilities and transportation ensure that these programs can be effectively implemented and accessed by all students. Well-maintained and modern facilities contribute to a positive school culture, fostering a sense of pride and belonging among students. This is particularly important for students from disadvantaged backgrounds, as it helps create an inclusive and supportive learning environment. Modern facilities equipped with 21st-century learning tools and resources create an	Providing adequate facilities and support services on an LEA-wide basis ensures that all students, particularly unduplicated pupils, benefit from a positive and well-supported learning environment. It ensures that all students, regardless of their background, have access to safe, well-maintained, and modern facilities that support their educational needs.Implementing facility enhancements and support services universally allows for the efficient use of resources and ensures that all students benefit from a cohesive and comprehensive support system. A schoolwide focus on maintaining and enhancing facilities creates a unified and positive school culture, promoting student engagement and pride. Low Income, English Learners, and Foster Youth students have specific challenges faced and this action promotes equity, and supports the District's goals of enhancing educational outcomes through comprehensive and accessible facility enhancements and support services.	Metric 3: School & District facilities are maintained in good repair. (Source: School Accountability Report Cards)

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
	engaging and stimulating learning environment. This supports innovative teaching practices and helps prepare students for future academic and career success. Additional custodians and drivers ensure that facilities are well-maintained and that students have safe and reliable transportation. This is crucial for maintaining a safe and efficient school environment where students can focus on learning. Low-Income, English Learners, and Foster Youth can also have access to afterschool interventions, CTE/dual enrollment courses as transportation will be provided to them. Ensuring that all students, particularly those from disadvantaged backgrounds, have access to high-quality facilities and resources promotes equity and helps close achievement gaps. Cutler-Orosi has a low percentage of English Learners that completed CTE course and are involved dual enrollment and providing transporting allows students to be involved in additional offerings. Within educational partner feedback, particularly parents and families, a stated desire is to ensure English Learners, students from low income families, and students have access to adequate facilities and transportation when staying afterschool.		

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		
3.3	**Action:** Support the Collection and Analysis of Student Achievement Data **Need:** Collecting and analyzing student achievement data helps teachers and administrations identify areas where students, especially Low-Income, English Learners, and Foster Youth are struggling and adjust instruction accordingly. This happens to be the identified need for Cutler-Orosi Joint Unified unduplicated students who are academically struggling. This ensures that interventions are targeted and effective, promoting better academic outcomes. By analyzing data such as the 2023 Dashboard Data, the teachers can ensure that there is scaffolds, interventions, and progress monitoring in place for the following areas: ELPI metric on the 2023 Dashboard: District- English Learners Cutler Elementary- English Learners Golden Valley Elementary-English Learners El Monte Middle- English Learners Orosi High -English Learners ELA and Math Achievement metric on the 2023 Dashboard: District- Homeless Youth	Supporting the implementation of technology for learning and the collection and analysis of student achievement data on an LEA-wide basis ensures that all students, particularly unduplicated pupils, benefit from these resources. Even though this action is principally directed at address the needs of Unduplicated Pupils, it will be implemented LEA-wide to benefit all students, as many other students exhibited similar needs. A focus on technology integration and data-driven instruction creates a culture of continuous improvement, where all educational partners are committed to using data to enhance teaching and learning. Access to real-time data on student performance allows teachers to make informed decisions about instruction and interventions, ultimately enhancing their effectiveness in the classroom. Specialized reports created by data specialist allowing for data segregation to review data on English Learners, Foster Youth, and Low-Income students. This action addresses supports improved academic outcomes through the effective use of technology and data-driven insights.	Metric 4: Data systems to maintain accurate data reporting (District Annual Evaluation and LCAP Report)

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 Monte Middle- All Students, Socioeconomically Disadvantaged student, English Learners and Hispanic students Data analysis helps school and district administrators monitor the effectiveness of educational programs and make data-driven decisions to improve curriculum and instruction, ensuring that all students receive a high-quality education. Within educational partner feedback, a stated desire is to ensure that accurate data is available to ensure English Learners, students from low income families, and Foster Youth students have appropriate interventions. **Scope:** LEA-wide		
4.1	**Action:** Increase FTE to improve services to Foster Youth, English Learners, and Low Income students. **Need:** Low-Income, Foster Youth Students, and English Learners have diverse needs that require comprehensive support services to address their academic, social-emotional, and physical needs. By enhancing FTE personnel, the District can provide targeted interventions and enrichment opportunities, promoting student success and well-being.	The additional staff will provide direct, individualized support to address the specific needs of our English learners, students in foster care, and low-income students. By expanding our team at all school sites and throughout the district, we can offer more timely interventions and a broader course of students, ensuring that all students thrive academically and socially. Providing enhanced FTE personnel on an LEA-wide basis ensures that all students, particularly unduplicated pupils, benefit from comprehensive support services. This approach addresses the specific challenges faced by these students, promotes equity, and	Metric 1: Positions funded through Concentration Add-On Funds

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 COJUSD, 95.96% of students come from socioeconomically disadvantaged backgrounds, with 39.7% of students designated as English Learners. The District also includes 1.9% homeless students. Data also shows the following: • ELA • Homeless, orange, declined 48.2 points • Math • Homeless, red, declined 22 points English Learner Progress: red at 40.3% declined 14.8% College and Career Indicator • Low for English Learners • Low for Students with Disabilities Graduation Rate: English Learners 88.7% Suspension Rate • Hispanic, orange increased .6% • Homeless, orange increased .4% • Socioeconomically Disadvantaged, orange increased .4% • Students with Disabilities, orange increased .7% Orosi High School-ATSI Students with Disabilities Suspension Within educational partner feedback, particularly parents and families, a stated	supports improved academic outcomes and overall well-being through comprehensive and accessible support services. In addition, we recognize that all students will benefit from this program, and therefore these supports are provided Districtwide.	

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
	desire is to ensure English Learners, students from low income families, and all students attain grade level proficiency in math and ELA and have social-emotional support. **Scope:** LEA-wide		

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
1.15	**Action:** English Learner Support for English Proficiency **Need:** English Learners often face unique challenges that can hinder their language acquisition and academic progress.This happens to be the identified need for Cutler-Orosi Joint Unified unduplicated students. Providing additional support staff to enable English Learners to achieve English proficiency (progress monitoring and reclassification)" is to ensure that English Learners (ELs) receive the targeted support and resources necessary to develop proficiency in English, which is crucial for their overall academic success. Providing	Providing additional support staff on an LEA-wide basis ensures that all English Learners across the district receive consistent and equitable support. This ensures that all English Learners, regardless of their background or school, have access to the targeted support they need to achieve English proficiency and succeed academically. Implementing this action universally allows for the efficient allocation of resources, ensuring that all English Learners benefit from a cohesive and comprehensive support system. A schoolwide focus on supporting English Learners creates an inclusive environment where all students feel valued and supported in their language learning journey.	Metric 11: Percentage of English Learners who progress in English Proficiency (as measured by ELPAC) Metric 12: English Learner Reclassification Rate (Source: Dataquest)

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	additional support staff specifically focused on their needs helps address these challenges and ensures that ELs can achieve reclassification as proficient in English. Data shows 40.3% making progress toward EL Proficiency. Educational partners have indicated the effectiveness of this action to support English Learners. English Learners require specialized instruction and interventions to develop their English language skills, including speaking, listening, reading, and writing. Additional support staff can provide this targeted instruction. Continuous and effective monitoring of English Learners' progress is essential to ensure they are making adequate gains in their language development. Support staff can track students' progress, identify areas where they are struggling, and adjust instruction accordingly. The process of reclassifying English Learners as proficient in English requires meeting specific criteria. Additional support staff can help guide students through this process, providing the necessary instruction and support to help them meet the reclassification standards. Educational partners have expressed a strong desire to continue supporting English Learners (ELs) in their journey toward English language proficiency and academic success. This focus is particularly important given the large population of EL students in the district. Additionally, there is a recognized need to improve communication regarding the various	This actions provides additional support staff to enable English Learners to achieve English proficiency, with a focus on progress monitoring and reclassification. This approach addresses the specific challenges faced by English Learners, promotes equity, and supports their academic success through targeted and individualized instruction, continuous progress monitoring, and effective reclassification support.	

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	supports available for different typologies of English Learners, ensuring that students and their families are fully aware of the resources tailored to their specific needs. **Scope:** Limited to Unduplicated Student Group(s)		

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

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.

Goal 4, Action 1, focuses on increasing Full-Time Equivalent (FTE) positions to provide direct services to students at schools with a high concentration (above 55 percent) of Foster Youth, English Learners, and Low-Income students, utilizing the additional concentration grant add-on funding.

Increase in Full-Time Equivalent (FTE) Staff:

- Teachers:Hiring additional teachers to reduce class sizes and provide more individualized instruction and support, particularly for English Learners and Low-Income students.
- Instructional Aides:Increasing the number of instructional aides to assist in classrooms, providing targeted support to Foster Youth, English Learners, and Low-Income students.
- Behavior Intervention Technicians: Adding more behavior intervention technicians to address behavioral challenges and support the social-emotional needs of students.
- Board-Certified Behavior Analysts: Employing additional board-certified behavior analysts to design and implement effective behavioral interventions.

Specialized Roles to Enhance Student Support:

- Physical Education Instructors and Music Educators: Expanding physical education and music programs to promote physical health, creativity, and engagement among students.
- Lovell Librarian:Providing additional librarian support to ensure students have access to a broad range of learning resources and to foster literacy skills.
- Campus Security Personnel and Campus Security/CTE Driver: Increasing security staff to ensure a safe learning environment and adding drivers to support transportation needs for CTE programs.

Family and Community Engagement:

- Family Education Centre Outreach Aide: Increasing outreach aides to support family engagement, providing resources and training for parents of Foster Youth, English Learners, and Low-Income students.
- Workforce Development Specialists: Hiring more workforce development specialists to prepare students for future careers, offering guidance, skills training, and connecting them with job opportunities.

Operational and Facility Support:

- Custodians:Adding custodial staff to maintain clean and safe school environments, which is essential for creating a conducive learning atmosphere.

COJUSD will continue to monitor the effectiveness of the increased FTE positions. Data on student outcomes, such as academic performance, attendance, behavior, and engagement, will be asses to reflect on impact of the additional staff. Educational partners Engage parents will be provided with the opportunity to provide feedback and input on services throughout the year.

Expected Outcomes:

- Improved Academic Achievement:Higher academic performance for Foster Youth, English Learners, and Low-Income students through increased individualized support and reduced class sizes.
- Enhanced Social-Emotional Well-Being: Better social-emotional outcomes for students due to increased access to behavior intervention and support services.
- Increased Family Engagement:Greater involvement of parents and families in the educational process, leading to a more supportive home learning environment.
- Safer and Healthier School Environment:Improved safety and cleanliness of school facilities, contributing to a positive and conducive learning atmosphere.

By strategically increasing the number of staff providing direct services at schools with high concentrations of Foster Youth, English Learners, and Low-Income students, the District aims to significantly enhance educational outcomes and support for these underserved populations.

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	N/A	N/A
Staff-to-student ratio of certificated staff providing direct services to students	N/A	N/A

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	$41,804,941	$18,879,947	45.162%	0.000%	45.162%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$18,879,947.00	$250,599.00	$0.00	$0.00	$19,130,546.00	$13,254,762.00	$5,875,784.00

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	Safe and Supportive Environment (PBIS) to Engage Students	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$576,744.00	$575,325.00	$1,152,069.00				$1,152,069.00	
1	1.2	Supplemental Instructional Materials	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$1,294.00	$220,059.00	$221,353.00				$221,353.00	
1	1.3	Early Education Support for children 0-5 years of Age	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$5,000.00	$5,000.00				$5,000.00	
1	1.4	Intervention for Students NOT YET AT STANDARD	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$1,788,450.00	$116,000.00	$1,904,450.00				$1,904,450.00	
1	1.5	Provide Literacy and Individualized Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$385,072.00	$0.00	$385,072.00				$385,072.00	
1	1.6	College and Career Provide college and career experiences for students to prepare them for a variety of post-secondary options.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$714,860.00	$140,272.00	$855,132.00				$855,132.00	
1	1.7	Individualized Support for At Promise Males and Females	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$500.00	$500.00				$500.00	
1	1.8	Reading Intervention and Acceleration Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth	All Schools	Ongoing	$451,254.00	$0.00	$451,254.00				$451,254.00	

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	1.9	Support to Improve Pupil Attendance and Positive Behavior	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$213,770.00	$0.00	$213,770.00				$213,770.00	
1	1.10	Provide Wrap Around Services to Support Student Learning	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$1,720,303.00	$152,000.00	$1,872,303.00				$1,872,303.00	
1	1.11	Provide Broad Course of Study	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$150,164.00	$48,400.00	$198,564.00				$198,564.00	
1	1.12	Provide Enrichment Services for students identified as Gifted and Talented (GATE)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$500.00	$500.00	$1,000.00				$1,000.00	
1	1.13	Provide Opportunities for Co-Curricular Programs	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$494,396.00	$222,444.00	$716,840.00				$716,840.00	
1	1.14	Provide Support to Family Education Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$72,072.00	$50,000.00	$122,072.00				$122,072.00	
1	1.15	English Learner Support for English Proficiency	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	$165,486.00	$0.00	$165,486.00				$165,486.00	
2	2.1	Provide Mentoring Support to Teachers	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$59,132.00	$59,233.00	$118,365.00				$118,365.00	
2	2.2	Provide Ongoing Training and 2-day Professional Learning	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$1,422,382.00	$15,000.00	$1,437,382.00				$1,437,382.00	
2	2.3	Provide Professional Learning and Instructional Coaching Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$1,391,033.00	$0.00	$1,391,033.00				$1,391,033.00	

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
2	2.4	Provide Categorical Program Staff to Coordinate Supplemental Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$200,145.00	$0.00	$200,145.00				$200,145.00	
2	2.5	Provide Parent Education Opportunities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$3,497.00	$25,000.00	$28,497.00				$28,497.00	
2	2.6	Provide Parent Communication	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$30,000.00	$30,000.00				$30,000.00	
3	3.1	Provide Instructional and Operational Technology	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$294,760.00	$660,000.00	$954,760.00				$954,760.00	
3	3.2	Provide and Enhance Adequate Facilities and Enrichment Activities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$323,063.00	$3,456,464.00	$3,779,527.00				$3,779,527.00	
3	3.3	Support the Collection and Analysis of Student Achievement Data	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$146,995.00	$1,475.00	$148,470.00				$148,470.00	
4	4.1	Increase FTE to improve services to Foster Youth, English Learners, and Low Income students.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$2,526,903.00	$0.00	$2,526,903.00				$2,526,903.00	
5	5.1	Individualized Support	All	No			All Schools Specific Schools: Lovell High School 11-12	Three Years	$91,923.00	$30,180.00		$122,103.00			$122,103.00	
5	5.2	Online CTE Pathway Program	All	No			Specific Schools: Lovell High School 11-12	Three Years	$0.00	$15,000.00		$15,000.00			$15,000.00	
5	5.3	Supplemental Material and Supplies	All	No			All Schools Specific Schools: Lovell	Three Years	$0.00	$13,496.00		$13,496.00			$13,496.00	

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
							High School 11-12									
6	**6.1**	Provide Opportunities for School Connectedness	All	No			All Schools Specific Schools: Community Day School	Three Years	$30,000.00	$20,000.00		$50,000.00			$50,000.00	
7	**7.1**	Literacy and Math Intervention	All	No			All Schools Specific Schools: Esperanza	Three Years	$30,564.00	$19,436.00		$50,000.00			$50,000.00	

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
$41,804,941	$18,879,947	45.162%	0.000%	45.162%	$18,879,947.00	0.000%	45.162 %	**Total:**	$18,879,947.00
								LEA-wide Total:	$18,714,461.00
								Limited Total:	$165,486.00
								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	Safe and Supportive Environment (PBIS) to Engage Students	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,152,069.00	
1	1.2	Supplemental Instructional Materials	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$221,353.00	
1	1.3	Early Education Support for children 0-5 years of Age	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$5,000.00	
1	1.4	Intervention for Students NOT YET AT STANDARD	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,904,450.00	
1	1.5	Provide Literacy and Individualized Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$385,072.00	
1	1.6	College and Career Provide college and career experiences for students to prepare them for a variety of post-secondary options.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$855,132.00	

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	Individualized Support for At Promise Males and Females	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$500.00	
1	1.8	Reading Intervention and Acceleration Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$451,254.00	
1	1.9	Support to Improve Pupil Attendance and Positive Behavior	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$213,770.00	
1	1.10	Provide Wrap Around Services to Support Student Learning	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,872,303.00	
1	1.11	Provide Broad Course of Study	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$198,564.00	
1	1.12	Provide Enrichment Services for students identified as Gifted and Talented (GATE)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,000.00	
1	1.13	Provide Opportunities for Co-Curricular Programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$716,840.00	
1	1.14	Provide Support to Family Education Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$122,072.00	
1	1.15	English Learner Support for English Proficiency	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$165,486.00	
2	2.1	Provide Mentoring Support to Teachers	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$118,365.00	
2	2.2	Provide Ongoing Training and 2-day Professional Learning	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,437,382.00	
2	2.3	Provide Professional Learning and Instructional Coaching Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,391,033.00	

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	Provide Categorical Program Staff to Coordinate Supplemental Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$200,145.00	
2	2.5	Provide Parent Education Opportunities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$28,497.00	
2	2.6	Provide Parent Communication	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$30,000.00	
3	3.1	Provide Instructional and Operational Technology	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$954,760.00	
3	3.2	Provide and Enhance Adequate Facilities and Enrichment Activities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$3,779,527.00	
3	3.3	Support the Collection and Analysis of Student Achievement Data	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$148,470.00	
4	4.1	Increase FTE to improve services to Foster Youth, English Learners, and Low Income students.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,526,903.00	

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$19,186,216.00	$19,176,723.00

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**	Safe and Supportive Environment (PBIS) to Engage Students	Yes	$965,364.00	$1,149,950
1	**1.2**	Supplemental Instructional Materials	Yes	$235,232.00	$202,570
1	**1.3**	Early Education Support for children 0-5 years of Age	Yes	$5,000.00	$5,000
1	**1.4**	Intervention for Students NOT YET AT STANDARD	Yes	$1,830,465.00	$1,736,856
1	**1.5**	Provide Literacy and Individualized Support	Yes	$451,467.00	$439,000
1	**1.6**	College and Career	Yes	$913,001.00	$853,948
1	**1.7**	Individualized Support to Underachieving Males and Females	Yes	$26,000.00	$8,500
1	**1.8**	Reading Intervention and Acceleration Services	Yes	$379,919.00	$444,239
1	**1.9**	Support to Improve Pupil Attendance and Positive Behavior	Yes	$220,838.00	$229,749
1	**1.10**	Provide Wrap Around Services to Support Student Learning	Yes	$1,892,323.00	$1,460,906
1	**1.11**	Provide Broad Course of Study	Yes	$286,753.00	$155,815

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	Provide Enrichment Services	Yes	$25,000.00	$19,294
1	1.13	Provide Opportunities for Co-Curricular Programs	Yes	$445,849.00	$546,192
1	1.14	Provide Support to Family Education Services	Yes	$81,617.00	$70,000
1	1.15	English Learner Support for English Proficiency	Yes	$151,282.00	$161,000
2	2.1	Provide Mentoring Support to Teachers	Yes	$67,365.00	$103,000
2	2.2	Provide Ongoing Training and 2-day Professional Learning	Yes	$1,398,621.00	$1,358,230
2	2.3	Provide Professional Learning and Instructional Coaching Support	Yes	$701,721.00	$766,635
2	2.4	Provide Categorical Program Staff to Coordinate Supplemental Services	Yes	$178,056.00	$197,984
2	2.5	Provide Parent Education Opportunities	Yes	$125,262.00	$23,000
2	2.6	Provide Parent Communication	Yes	$30,000.00	$25,000
2	2.7	Provide Ongoing Professional Learning	No	$10,000.00	$0
3	3.1	Provide Instructional and Operational Technology	Yes	$950,565.00	$1,105,827
3	3.2	Provide and Enhance Adequate Facilities and Enrichment Activities	Yes	$5,034,726.00	$5,223,286

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	Support the Collection and Analysis of Student Achievement Data	Yes	$219,536.00	$245,742
4	4.1	Increase FTE to improve services to Foster Youth, English Learners, and Low-Income students.	Yes	$2,560,254.00	$2,645,000

2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$18,862,127	$19,176,216.00	$19,176,216.00	$0.00	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	Safe and Supportive Environment (PBIS) to Engage Students	Yes	$965,364.00	$1,149,950		
1	1.2	Supplemental Instructional Materials	Yes	$235,232.00	$202,570		
1	1.3	Early Education Support for children 0-5 years of Age	Yes	$5,000.00	$5,000		
1	1.4	Intervention for Students NOT YET AT STANDARD	Yes	$1,830,465.00	$1,736,856		
1	1.5	Provide Literacy and Individualized Support	Yes	$451,467.00	$439,000		
1	1.6	College and Career	Yes	$913,001.00	$853,948		
1	1.7	Individualized Support to Underachieving Males and Females	Yes	$26,000.00	$8,500		
1	1.8	Reading Intervention and Acceleration Services	Yes	$379,919.00	$444,239		
1	1.9	Support to Improve Pupil Attendance and Positive Behavior	Yes	$220,838.00	$229,749		
1	1.10	Provide Wrap Around Services to Support Student Learning	Yes	$1,892,323.00	$1,460,906		
1	1.11	Provide Broad Course of Study	Yes	$286,753.00	$155,815		
1	1.12	Provide Enrichment Services	Yes	$25,000.00	$18,787		

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	1.13	Provide Opportunities for Co-Curricular Programs	Yes	$445,849.00	$546,192		
1	1.14	Provide Support to Family Education Services	Yes	$81,617.00	$70,000		
1	1.15	English Learner Support for English Proficiency	Yes	$151,282.00	$161,000		
2	2.1	Provide Mentoring Support to Teachers	Yes	$67,365.00	$103,000		
2	2.2	Provide Ongoing Training and 2-day Professional Learning	Yes	$1,398,621.00	$1,358,230		
2	2.3	Provide Professional Learning and Instructional Coaching Support	Yes	$701,721.00	$766,635		
2	2.4	Provide Categorical Program Staff to Coordinate Supplemental Services	Yes	$178,056.00	$197,984		
2	2.5	Provide Parent Education Opportunities	Yes	$125,262.00	$23,000		
2	2.6	Provide Parent Communication	Yes	$30,000.00	$25,000		
3	3.1	Provide Instructional and Operational Technology	Yes	$950,565.00	$1,105,827		
3	3.2	Provide and Enhance Adequate Facilities and Enrichment Activities	Yes	$5,034,726.00	$5,223,286		
3	3.3	Support the Collection and Analysis of Student Achievement Data	Yes	$219,536.00	$245,742		
4	4.1	Increase FTE to improve services to Foster Youth, English Learners, and Low-Income students.	Yes	$2,560,254.00	$2,645,000		

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)
$42,278,825	$18,862,127	0%	44.614%	$19,176,216.00	0.000%	45.357%	$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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