

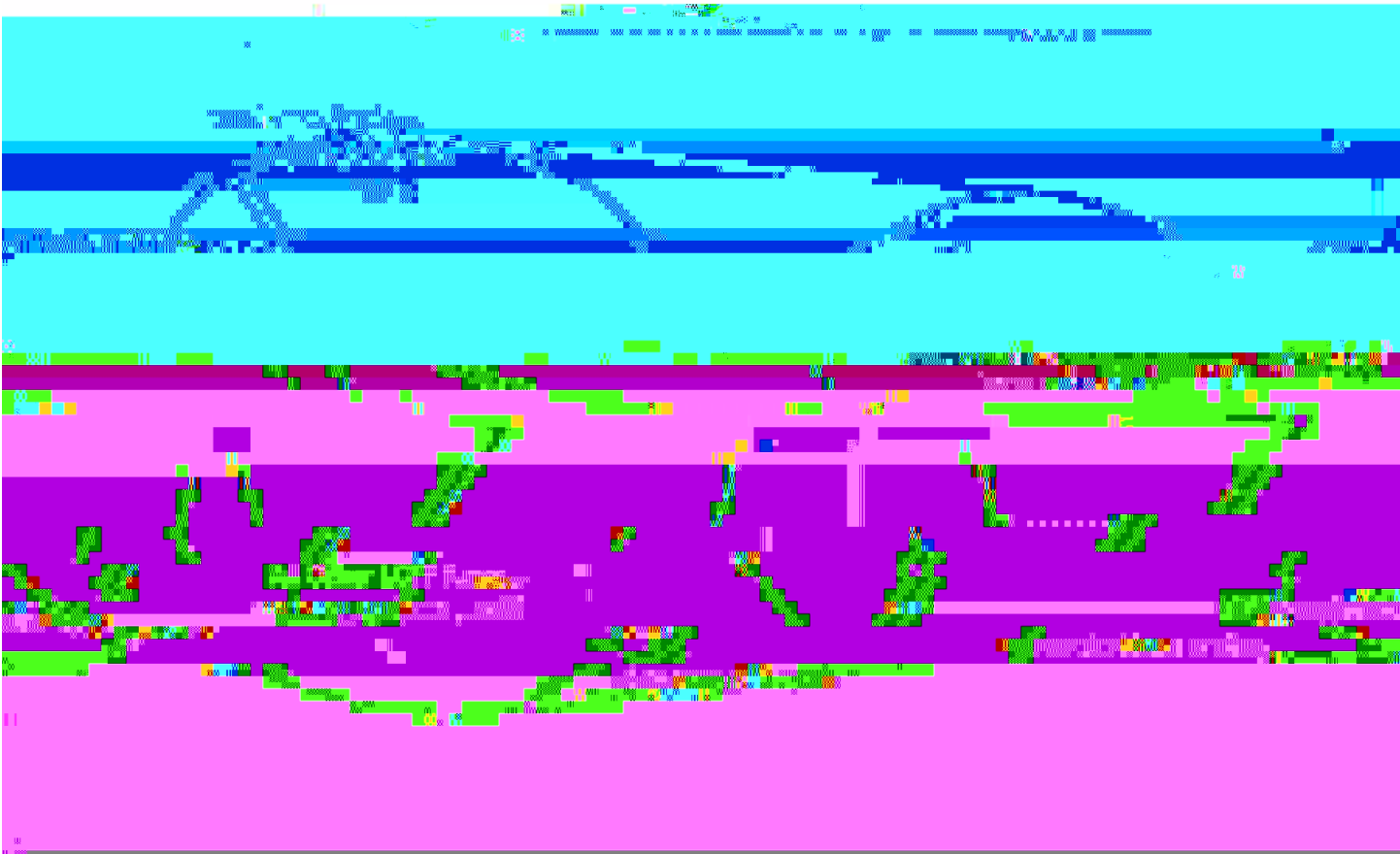
## **LCFF Budget Overview for Parents**

Local Educational Agency (LEA) Name: Cajon Valley Union School District

CDS Code: 37-67991

School Year: 2024-25

LEA contact information:



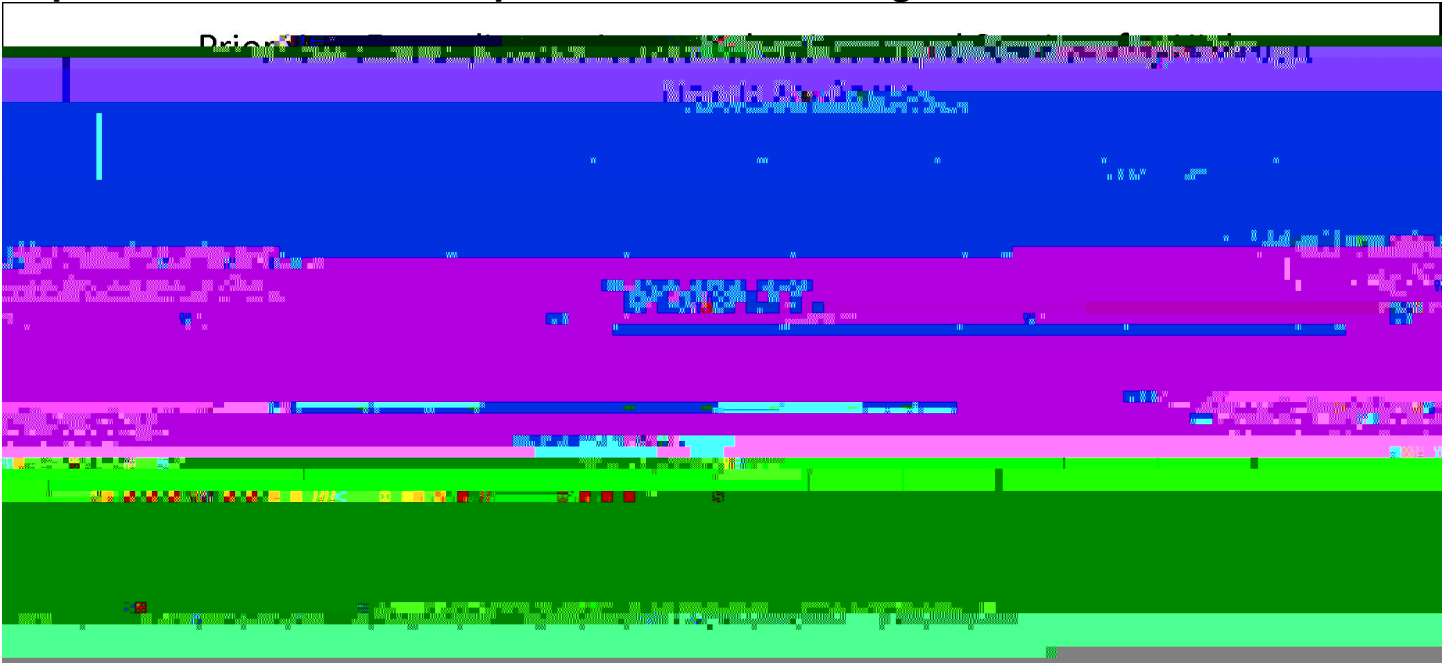
This chart shows the total general purpose revenue Cajon Valley Union School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Cajon Valley Union School District is \$301,070,276, of which \$208,140,127 is Local Control Funding Formula (LCFF), \$48,515,285 is other state funds, \$29,684,105 is local funds, and \$14,730,759 is federal funds. Of the \$208,140,127 in LCFF Funds, \$48,542,420 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

# LCFF Budget Overview for Parents

# LCFF Budget Overview for Parents

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



This chart compares what Cajon Valley Union 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 Cajon Valley Union 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, Cajon Valley Union School District's LCAP budgeted \$42,434,771 for planned actions to increase or improve services for high needs students. Cajon Valley Union School District actually spent \$44,498,153 for actions to increase or improve services for high needs students in 2023-24.



mission to deliver a personalized educational experience for every student within the Cajon Valley Union School District. Together, we work to empower each individual to thrive academically, professionally, and personally, shaping a brighter future for our community and beyond. Beginning in the 2024-2025 academic year, Cajon Valley Home School and Empower will qualify for the Equity Multiplier and its associated funding. The Local Control Funding Formula Equity Multiplier allocates additional resources to districts with school sites that had prior-year non-stability rates exceeding 25% and socioeconomically disadvantaged pupil rates over 70%. This funding is designated for providing









In addition to monitoring the number of students performing at standard, we are focused on growth measures to ensure all students are making “typical growth” (one year’s growth) each year. This metric is helping refine our Tier 1 Multi-Tiered System of Supports (MTSS)

instrumental in reviewing educational data and setting strategic literacy goals. Following these meetings with principals, the site Literacy Leadership teams meet to analyze specific site data, allowing them to set, monitor, and adjust site-specific literacy goals throughout the academic year. This structured approach ensures a continuous cycle of assessment and improvement aimed at enhancing literacy across the district.

Significant gains in teacher literacy proficiency are also being made through the implementation of the Language Essentials for Teachers of Reading and Spelling (LETRS) training. This program, which has engaged over 160 certificated staff members, is designed to deepen educators' understanding of the science of reading and enhance their instructional skills. From September 2023 to April 2024, there was a marked improvement in teachers' familiarity with science of reading concepts, rising from an average rating of 1.9 to 3.9, and their confidence

Tier 1 word recognition program was identified. Consequently, the site has moved forward with purchasing and training teachers on a supplemental word study program, and is prepared to implement it at the beginning of the next school year. These initiatives reflect the site's dedication to enhancing literacy instruction and ensuring the success of all students at Lexington Elementary.

Cajon Valley Middle School:

By the end of the 2023/24 school year, our aim is to establish sustainable structures that promote ongoing literacy learning for staff and understand how to effectively support the integration of literacy instruction across all content areas, ultimately advancing students toward proficiency in reading.

In September 2023, iReady Diagnostic 1 data revealed significant challenges in student literacy, with 75% of assessed students reading at least 2-grade levels below proficiency, highlighting gaps in phonics skills, vocabulary, and staff readiness for explicit literacy instruction. To address these challenges, we adopted a tiered approach to provide targeted Literacy Professional Learning to meet the diverse needs of our students. Beginning with Tier 1 instruction, now and through 2024/25, all teachers are participating in Lexia Aspire™ Professional Learning

By the end of this school year, over 70 education specialists and paras will be trained through level 4. This year, we tracked the iReady scores of a focus group of 22 students who are currently receiving instruction in levels 3 and 4 of Barton. The results revealed that:?  
95% of the students improved their overall score;  
59% of students increased one or more levels from D1 to D2;  
82% demonstrated growth in their phonics scaled score.

In a district survey of teachers who trained to at least level 5 and are using the program with fidelity, staff corroborated the significant growth previously mentioned and indicated that they felt more confident teaching reading since they started implementing Barton in their classrooms. Given the success of the program, Barton training opportunities will continue throughout the next school year for previously enrolled and newly interested teachers.

Starting in the 24/25 school year, Cajon Valley will offer regularly scheduled training for Education Specialists and paraprofessionals via a district Tier 3 coach with accompanying on-site coaching support.

Primary roles for school psychologists include determining eligibility for special education services under Ed Code, evaluating student needs in the development of an appropriate IEP, evaluating functions of behavior and supporting staff in creating environments to support behavior, and supporting students mental health and behavioral needs.

Our 33 district school psychologists are crucial to the success of our student population, serving 24 Cajon Valley campuses, four charters, seven Non-Public Schools, five local private schools and any Cajon Valley students who attend not-for-profit schools in San Diego County. In reflection of the diversity in Cajon Valley, we have successfully recruited and retained 1 Chinese/English, 3 Arabic/English, and 11 Spanish/English bilingual school psychologists. During the 23/24 school year, our school psychologists have completed over 1200 evaluations and numerous functional behavior assessments, mental health assessments, behavior intervention plans, and Special Circumstance Independence Assistant (SCIA) evaluations.

#### Target Student Groups: English Learners

This year's California Dashboard data highlights the challenges around literacy for all students in our district and beyond, and is especially apparent for our English Learners. 4.3% fewer students who are English Learners classified as level 1, 2, or 3 made progress compared to last year as indicated on Cajon Valley's English Learner Progress Indicator (ELPI) on the California Dashboard. 5.7% fewer students maintained their ELPAC level of 1, 2, or 3 while 1.8% fewer students decreased their level compared to the previous year. For additional information on low performance at the district and school level on ELPI, please see addendum A at the end of this document.

Additionally, Cajon Valley has continued to increase the reclassification rate, which has increased from 5.19% of English Learner students in 20/21 to 9.49% of English Learner students being reclassified during the 2022-2023 school year.

There has been an increased alignment with the literacy goals and multilingual services goals during the 23/24 school year. At Cajon Valley Middle School, there was a pilot of teachers who teach newcomer classes who have received Orton Gillingham training during the 23/24 school year and have been focused on increasing foundational literacy with students who are newcomers. The district has also developed a





At the Elementary level, students at Avocado, Fuerte, Johnson, Magnolia, Madison, and Rancho San Diego receive arts instruction from a designated arts teacher. Additionally, there is 1 Elementary Music teacher at Flying Hills School of the Arts. Other Elementary sites incorporate VAPA disciplines through arts integration, partnerships with outside arts organizations, or the after-school Enrichment Learning Opportunity Programs (ELOP).

Flying Hills School of the Arts is a TK-8th Grade school that provides all students in every grade level with arts instruction (visual, performing, and musical). There is a progression of skills and artistic development for students.

An area of growth for elementary schools is providing VAPA teachers on all campuses so all students can experience the arts. Every school



Team, to develop, implement, and assess a plan that supported literacy and belonging. Each site then created a thorough literacy plan and submitted it to the central team. This allows the central team to offer strategic support to maximize the impact on student academic growth.

With the release of the 2023 dashboard, three middle school sites were identified for Comprehensive Support and Improvement (CSI) around suspension. These three sites (Cajon Valley Middle School, Greenfield Middle School, and Montgomery Middle School) have convened multiple times during the spring to complete a needs assessment and root cause analysis around suspension at their sites, including

This analysis has helped to determine evidence-based strategies to improve student outcomes. CVUSD will also work with CSI to ensure each school provides opportunities for staff and family input into their CSI Plan.

Secondly, CVUSD staff will provide in-person professional learning for CSI eligible sites to identify any potential resource inequalities. This review will help pinpoint areas where students may lack access to necessary resources. Based on the data analysis and resource review, these sites will conduct a needs assessment to identify the root causes of weaknesses. This assessment will help determine where additional resources and strategies are needed to improve student outcomes.

With guidance from the district and Educational Services, CSI eligible sites will develop a comprehensive support and improvement plan outlining specific actions, timelines, and resources needed to achieve improvement goals. This plan will be tailored to the unique needs of each site's community and resources. The district will then provide support and resources to implement the strategies outlined in their CSI plan. This may include professional development for teachers, intervention programs for students, and other resources to support improved student outcomes. The district will monitor the progress of the plan and provide ongoing support to ensure that the plan achieves its goals.

## Monitoring and Evaluating Effectiveness

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

To support CSI Eligible sites, the district will implement progress monitoring strategies to ensure the comprehensive support and improvement plan is effectively implemented and adjusted as needed. The district will work closely with these sites to collect academic, behavioral incident, and attendance data every six weeks to track progress toward the goals outlined in the plan.

Regular progress reports will be provided to CSI Eligible site staff and district leadership teams to ensure effective implementation and allow for adjustments based on data analysis. If changes are needed, the district will collaborate with CSI Eligible sites to modify strategies, adjust interventions for struggling students, or provide additional resources to support student academic achievement.

At the end of each school year, the district will evaluate the effectiveness of the comprehensive support and improvement plan based on progress toward identified goals, areas of improvement, and feedback from CSI Eligible site and district leadership teams. Through these progress monitoring strategies, Cajon Valley School District will ensure that the comprehensive support and improvement plan for CSI Eligible sites is effectively implemented and adjusted based on student outcomes.

# 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

the spring, the LCAP annual update is provided to this group for further feedback.

Meeting Dates:

September 20, 2023

October 18, 2023

October 23, 2023

November 29, 2023

January 24, 2024

February 28, 2024

March 13, 2024

April 17, 2024

Educational Partner(s)

Process for Engagement

January 17, 2024  
January 31, 2024





# Goals and Actions

## Goal

Goal #	Description	
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Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>students responded 4 or 5 on a 1-5 scale</p> <p>At least one adult in my school knows my hopes/goals for the future - 52% of students responded 4 or 5 on a 1-5 scale</p> <p>The things I'm learning in school are important to me - 65% of students responded 4 or 5 on a 1-5 scale</p> <p>The things I'm learning in school are important to my future - 70% of students responded 4 or 5 on a 1-5 scale</p> <p>I shared my ideas in class this year to peers and/or adults. New Metric: Will be collected 24-25 SY</p>			<p>At least one adult in my school knows my interests - 71%</p> <p>At least one adult in my school knows my hopes/goals for the future - 62%</p> <p>The things I'm learning in school are important to me - 75%</p> <p>The things I'm learning in school are important to my future - 80%</p>	
1.3	Career Development Learning Experiences	95% of students had access to at least one enhanced career development learning experience outside their classroom.			100% students will have access to at least one enhanced career development learning experience outside their classroom.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					On a scale of 1-5, how did today support your implementation of your site's goals? Mean Score: TBD	
1.7	Central Offerings PL Survey					

Metric #

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	TEDx	Based on the results from our 2022-2023 CAASPP Assessments, the listening and speaking domain was identified as the weakest area for our unduplicated students. This is especially evident in our English Learner population, including students who are Long Term English Learners. To address this, certificated leads specializing in Presentation Literacy will offer programs designed to help students articulate their ideas clearly, concisely, and confidently. This initiative is intended to enhance communication skills, which are essential for nurturing better social relationships, enhancing academic performance, and preparing students for professional environments. As part of this effort, we will increase the frequency of feedback that specifically target listening and speaking skills, providing students with regular feedback to help them recognize their strengths and pinpoint areas for improvement. This targeted action is primarily aimed at supporting unduplicated students and is expected to significantly enhance or improve services for this group. Based on our dashboard needs, this action will support increasing English language arts performance districtwide as well as for our sites with red indicators. For additional information on low performance at the school level for English language arts, please see addendum A at the end of this document.	\$200,000.00	Yes
1.2	Recreational Equipment Replacement	Our ELOP programs are expanding in response to the rising enrollment of district students. Based on the positive feedback from last year's additional Replacement recreational equipment purchases, we have decided to continue this support. This funding will enable sites to sustain and enhance outdoor activities for students on campus. While any student may access this equipment during or after school, this equipment		

Action #	Title	Description	Total Funds	Contributing
1.3	Career Development Experiences	Community feedback strongly supports providing central funding for fifth-grade students to attend BizTown as part of our broader World of Work experiences. This initiative is highly valued for its significant role in enhancing engagement and career development from kindergarten through eighth grade. There is also considerable appreciation for funding site-selected opportunities for career-related experiences off campus. Taking into account our dashboard requirements, this action is intended to		





# Goals and Actions

## Goal

Goal #	Description	Type of Goal
2	All students, staff, and families will feel safe, empowered, and respected.	Broad Goal

State Priorities addressed by this goal.

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

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		All Students Indicator Color: Red 5.2% suspended at least one day Increased 2.3%		Two or More Races:		
		All Student Groups by Performance Level				
		Red: African American 9% suspended at least one day Increased 3.2%				
		English Learners: 5% suspended at least one day Increased 2.2%				
		Foster Youth: 9.8% suspended at least one day Increased 5.9%				
		Hispanic: 5.4% suspended at least one day Increased 2.6%				
		Homeless: 7.7% suspended at least one day Increased 3.5%				
		Two or More Races:				

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		5.7% suspended at least one day Increased 3%			Socioeconomically Disadvantaged: 4.2%	
		Pacific Islander: 6.7% suspended at least one day Increased 4.5%			Students with Disabilities: 4.2% suspended at least one day	
		Socioeconomically Disadvantaged: 5.7% suspended at least one day Increased 2.5%			White: 4.2% suspended at least one day	
		Students with Disabilities: 7.8% suspended at least one day Increased 3.2%			Asian: Maintain or improve the current 2.1% suspension rate	
		White: 4.8% suspended at least one day Increased 2.2%			American Indian: Maintain or improve the current 3.5% suspension rate	
		Orange: Asian: 2.1% suspended at least one day Increased 0.8%				
		Yellow: American Indian: 3.5% suspended at least one day Declined 3.3%				

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

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Declined 1.9% 68.5% chronically absent				
		Declined 1.1%				
		Pacific Islander absent				

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		41.8% chronically absent Increased 3.2%			22% chronically absent	
		Two or More Races 31.9% chronically absent Declined 3.2%			Socioeconomically Disadvantaged 22% chronically absent	
		Socioeconomically Disadvantaged 34.1% chronically absent Declined 3.1%				

2.4 Local Indicator: School Climate (Prit Pri515 0.5 m



Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					Inspection Tool (FIT).	
2.6	Local Indicator: Parent and Family Engagement (Priority 3)	<p>The following are based on the local indicator's survey provided to families March and April 2024:</p> <p>Building Partnerships for Student Outcomes: Overall Mean Score: 4.21 Highest Mean Score: 4.46</p> <p>Creating welcoming environments for all families in the community Lowest Mean Score: 3.93</p> <p>Supporting staff to learn about each family's strengths, cultures, languages, and goals for their children</p> <p>Building Relationships between School Staff and Families Overall Mean Score: 4.31 Highest Mean Score: 4.46</p> <p>Providing families with information and resources to support student learning and</p>			<p>Increase by 0.2 and/or maintain baseline above 4.25</p> <p>Building Partnerships for Student Outcomes: Overall Mean Score: 4.25</p> <p>Creating welcoming environments for all families in the community Mean Score: 4.46</p> <p>Supporting staff to learn about each family's strengths, cultures, languages, and goals for their children Mean Score 4.13</p> <p>Building Relationships between School Staff and Families Overall Mean Score: 4.31</p>	





Metric #

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>adults at the school treat them with respect (a 4 or 5 on a scale of 1-5)</p> <p>I feel like I belong at my school: 55% of students in grades 4-8 report feeling that they belong at their school (a 4 or 5 on a scale of 1-5)</p> <p>My classmates treat me with respect: 53% of students in grades 4-8 report feeling that classmates treat them with respect (a 4 or 5 on a scale of 1-5)</p>			<p>4 or 5 on a scale of 1-5)</p> <p>Adults at my school treat me with respect: Increase to 74% of students in grades 4-8 report that adults at the school treat them with respect (a 4 or 5 on a scale of 1-5)</p> <p>I feel like I belong at my school: Increase to 57% of students in grades 4-8 report feeling that they belong at their school (a 4 or 5 on a scale of 1-5)</p> <p>My classmates treat me with respect: Increase to 65% of students in grades 4-8 report feeling that classmates treat them with respect (a 4 or 5 on a scale of 1-5)</p>	



Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>Gallup Parent Poll administered May 2024)</p> <p>45% of respondents are fully engaged.</p> <p>81% of respondents agreed with the statement, "My child's school always delivers on what it promises."</p> <p>85% of respondents agreed with the statement, "I feel proud to be a parent at my child's school."</p> <p>78% of respondents agreed with the statement, "This school is perfect for my child."</p>			<p>Maintain above 80% and/or increase by 3%.</p> <p>48% of respondents are fully engaged.</p> <p>At or above 80% of respondents agreed with the statement, "My child's school always delivers on what it promises."</p> <p>At or above 80% of respondents agreed with the statement, "I feel proud to be a parent at my child's school."</p> <p>At or above 80% of respondents agreed with the statement, "This school is perfect for my child."</p>	
2.15	Annual CVUSD Safety Survey (Families & Staff)	<p>88% of staff feel their school is a safe place.</p> <p>78% of families agree with the statement, "My</p>			<p>Increase by 2%</p> <p>90% of staff feel their school is a safe place.</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		child feels safe at this school."			80% of families agree with the statement, "My child feels safe at this school."	

## 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	Translation Services>			

Action #	Title	Description	Total Funds	Contributing
		<p>and their families better understand and engage with their schools, which is expected to improve their academic performance. Aligned with our dashboard requirements, these actions are designed to address various areas of concern across the district. They are intended to decrease chronic absenteeism and suspension rates districtwide, particularly at sites flagged with red indicators. They seek to enhance performance in English language arts and math across the district and at specific sites facing challenges. For further details on low performance at the school level for these metrics, please consult addendum A appended to this document.</p>		
2.2	<p>Grants and Community Engagement Supervisor (1.0 FTE) and Director (.5 FTE)</p>	<p>Grants and Community Engagement Supervisor (1.0 FTE) and Director (.5 FTE)  The Grants Engagement Supervisor will be responsible for developing, staffing, and managing programs that support family engagement, leadership development, and the forging of partnerships with local organizations. Engaging families and community members in the educational process not only boosts academic performance but also enhances safety support. These initiatives are aimed at improving both academic and social-emotional outcomes for English Learners and low-income students. Additionally, the Director of English Learner and Family and Community Engagement (FACE) will oversee the coordination of bilingual programs and the curriculum for English Learners. This includes the development, implementation, and monitoring of student growth data to boost academic achievements for language learners. The director will also seek grant funding to secure additional resources for English Learner students and their families. Based on our dashboard needs, this action will support decreasing chronic absenteeism districtwide as well as for our sites with red indicators. For additional information on low performance at the school level for chronic absenteeism, please see addendum A at the end of this document.</p>	\$265,835.00	Yes
2.3	<p>Engagement Surveys</p>	<p>Since introducing our annual Gallup surveys, we have observed increasing engagement among students, staff, and parents. These surveys will continue to be conducted annually with students, staff, and families to assess their level of engagement, aiming to enhance student outcomes</p>	\$50,066.00	Yes



Action #	Title	Description	Total Funds	Contributing
		with the support of all educational partners. We will analyze the data by subgroups to ensure that our unduplicated students feel engaged, hopeful, and have a sense of belonging, while also learning to understand and manage their emotions and establish positive relationships with others. Although input is gathered from all stakeholders, the feedback provided is primarily focused on improving outcomes for our students represented in our unduplicated count.		
2.4	Community Liaisons	Family and Community Liaisons will enhance family and community involvement in student learning, providing guidance on how to support students' academic and behavioral development. To meet the diverse needs of families, meetings will be scheduled during and after school hours, offering access to district support and programs. With enrollment increasing and a significant rise in the number of English Learners, expanded family outreach is essential. Liaisons will staff a central family welcome center available daily to assist families. In accordance with our dashboard requirements, these actions are designed to address various areas of concern across the district. They aim to decrease chronic absenteeism and suspension rates districtwide, particularly at sites flagged with red indicators. Furthermore, they seek to enhance performance in English language arts and math across the district and at specific sites facing challenges. For further details on low performance at the school level for these metrics, please consult addendum A appended to this document.	\$649,298.00	Yes
2.5	Recruit and maintain high quality staffing supporting students	By offering these services to both current and potential staff, we can effectively fill positions and ensure our district is adequately staffed. Increasing staffing will allow a district CPR Trainer to deliver comprehensive training, equipping staff to handle student medical emergencies both on and off campus, particularly benefiting our unduplicated population. Additionally, addressing the prohibitive cost of fingerprinting, which has been a barrier to recruiting and retaining staff, will remove a significant obstacle and improve our ability to attract and retain qualified personnel. While these services are available to all applicable staff, the goal is to provide adequate and quality staffing for students represented in our unduplicated count.	\$115,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
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Action #	Title	Description	Total Funds	Contributing
		facilities, the services are primarily directed towards students represented in our unduplicated count.		
2.9	Office Support	<p>To increase attendance and engagement among students in the unduplicated count, CVUSD has established a family resource and enrollment center and increased support staffing at sites. The current accountability dashboard indicates that these students are experiencing high chronic absenteeism and could greatly benefit from additional support. School Administrators/Title Assistants, in collaboration with the Office of Student Services, will strive to fulfill the Cajon Valley 8 Psm -1(Isareby foshb) foshbtional supp</p>		

Action #	Title	Description	Total Funds	Contributing
2.11	Bus Safety Systems	CVUSD invests in technologies like the RFID Bus System with Zonar and Stopfinder GEO Alerts to significantly enhance student safety during school transportation. These systems provide real-time tracking of bus locations, ensuring that both school administrators and parents are always informed of the bus's location, which is crucial in emergencies or unexpected delays. They also facilitate enhanced communication through real-time notifications about schedule changes, increasing transparency and trust among all stakeholders. Additionally, the ability to monitor bus routes and student boarding details helps maintain accountability and ensures that students board and alight at the correct stops, further safeguarding their travel to and from school. By improving operational efficiency and providing a safer transportation environment, these technologies are vital investments for student safety. While any student accessing transportation will benefit from this communication system, increasing our transportation efficiency is primarily directed towards students represented in our unduplicated count.	\$40,374.00	Yes
2.12	District Safety and Security	Middle School Campus Safety Leads will assist schools in ensuring a safe and secure environment for the protection of students, staff, visitors, and property. The team will include a coordinator, dispatcher, and administrative assistant dedicated to managing and overseeing safety across all campuses. In response to our dashboard requirements, this action aims to reduce both chronic absenteeism and suspension rates districtwide, particularly targeting sites with red indicators. For further insights into school-level performance regarding chronic absenteeism and suspension, please refer to addendum A at the end of this document. While all students will benefit from these expanded security supports, they are primarily directed towards students represented in our unduplicated count.	\$1,111,400.00	Yes
2.13	Campus Aides	Campus aides are essential for student safety during unstructured times such as before and after school, passing periods, lunch, and recess. By actively monitoring key areas and engaging with students, they help prevent problems and ensure a safe environment. Their presence, intervention in conflicts, and familiarity with emergency procedures	\$1,000,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>contribute to maintaining order. In response to our dashboard requirements, this action aims to reduce both chronic absenteeism and suspension rates districtwide, particularly targeting sites with red indicators. For further insights into school-level performance regarding chronic absenteeism and suspension, please refer to addendum A at the end of this document. While this staffing supports all students, the</p>		

Action #	Title	Description	Total Funds	Contributing
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skills, reducing the risk of water-related accidents and promoting their



# Goals and Actions

## Goal

Goal #	Description	Type of Goal
3	All students will excel in reading, writing, listening, speaking, and mathematics.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

This goal was developed to ensure that all students have the necessary skills and knowledge to graduate from high school and succeed in college, career, and life. According to the California Assessment of Student Performance and Progress (CAASPP) data, this year's English Language Arts performance continues to show the challenge we are finding in our literacy performance. Overall, our district is in the Orange category on the California Accountability Dashboard, with a decline of 7.4 points, which signals that we are continuing at the low-performance level. English Learners, Foster Youth, and Homeless students are in the Red category on the California Accountability Dashboard, with declines of 13.6, 30.8, and 14.7 points, respectively. These significant decreases highlight an urgent need for personalized support and interventions to address the specific challenges these students face. Other student groups, such as Asian, Hispanic, Pacific Islander, Socioeconomically Disadvantaged, and White students, also experienced declines in their performance, although Asian students faced a notable decrease of 31.5 points. As mentioned above, when we analyzed our demographic data, we found many of our students who have been in the country for less than two years can be found in this student group. The 2023 California School Dashboard Mathematics data reveals a diverse range of outcomes across different student demographics. Several groups faced considerable challenges and there were positive developments as well. Combined performance for all students is 74.5 points below the state standard, with a small decrease of 1.7 points, falling into the 'Orange' category. English Learners, Homeless, and Foster Youth experienced declines in their scores and scored significantly below the standard, falling into the 'Red' category. On a positive note, Students with Disabilities improved by 7 points and Hispanic, Pacific Islander, and students identified as Two or More Races showed encouraging upward trends in their scores. Additionally, our



Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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3.1	Local Indicator: Basic					
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Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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Development (ELD)  
Mean Score: 3.24

Implementation of  
Academic Standards in  
Mathematics Mean  
Score: 3.94

Metric #	Metric
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Metric #

Metric #





Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>Tier 2 (one grade level below): 32%</p> <p>Tier 3 (two of more grade levels below): 44%</p> <p>African American:</p> <p>Tier 1 (on or above grade level): 26%</p> <p>Tier 2 (one grade level below): 33%</p> <p>Tier 3 (two of more grade levels below): 41%</p> <p>American Indian:</p> <p>Tier 1 (on or above grade level): 37%</p> <p>Tier 2 (one grade level below): 30%</p> <p>Tier 3 (two of more grade levels below): 3%</p> <p>Asian:</p> <p>Tier 1 (on or above grade level): 24%</p> <p>Tier 2 (one grade level below): 30%</p> <p>Tier 3 (two of more grade levels below): 45%</p> <p>White:</p> <p>Tier 1 (on or above grade level): 35%</p> <p>Tier 2 (one grade level below): 30%</p>				

Metric #	Metric	
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Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		56% of all students with disabilities are expected to reach "one year's growth" by diagnostic #3.			year's growth" in reading.	
		61% of English learners are expected to reach "one year's growth" by diagnostic #3.			66% of all students will be "on track" to make "one year's growth.	
		58% of Socioeconomically Disadvantaged students are expected to reach "one year's growth" by diagnostic #3.			62% of all students	
		58% of African American students are expected to reach "one year's growth" by diagnostic #3.				
		67% of American Indian students are expected to reach "one year's growth" by diagnostic #3.				
		68% of Asian students are expected to reach "one year's growth" by diagnostic #3.				
		60% of White students are expected to reach				

Metric #

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.9	California Accountability Dashboard: CAASPP Assessments (Math)	<p>Based on the 2023 Dashboard:</p> <p>All Students (Orange) 74.5 points below standard Maintained -1.7 points</p> <p>Red:</p> <p>African American: 105 points below standard Maintained 2.7 points</p> <p>English Learners: 110 points below standard Declined 8 points</p> <p>Homeless: 144.2 points below standard Declined 23.9 points</p> <p>Foster Youth: 127.9 points below standard Declined 37 points</p> <p>Orange:</p> <p>Asian: 68.8 points below standard Declined 20 points</p> <p>Socioeconomically Disadvantaged:</p>			Based on the 2026 Dashboard: Increase	

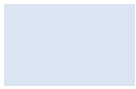








Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					Two or More Races met or exceeded standard	
					55.02% of all students who are White met or exceeded standard	
3.11	iReady Diagnostic Results (Math)	Based on Diagnostic #2 Data given in February 2024, 26% of students are projected to be on or above grade level by the end of the ye3r1r31 C				





Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>Tier 1 (on or above grade level): 10%</p> <p>Tier 2 (one grade level below): 39%</p> <p>Tier 3 (two or more grade levels below): 48%</p>				
3.12	iReady Diagnostic Growth (Math) Typical Growth (One Year's Growth) Measure	<p>As of Diagnostic 2 (Feb 2024),</p> <p>58% of all students were "on track" to make "one year's growth."</p> <p>55% of all students with disabilities are expected to reach "one year's growth" by diagnostic #3.</p> <p>58% of English learners are expected to reach "one year's growth" by diagnostic #3.</p> <p>57% of Socioeconomically Disadvantaged students are expected to reach "one year's growth" by diagnostic #3.</p> <p>54% of African American students are expected to reach "one</p>			<p>By 26-27, there will be a 6% increase in the percent of all students "on track" to make "one year's growth" in math</p> <p>64% of all students will be "on track" to make "one year's growth."</p> <p>61% of all students with disabilities will be "on track" to make "one year's growth."</p> <p>65% of English learners will be on track to make "one year's growth" by diagnostic #3.</p> <p>63% of Socioeconomically Disadvantaged students will be on</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome
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Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		0.2% from the previous year.			(RFEP) within the Ever-ELs population by 6%.	
		21.8% of Ever-EL students are Reclassified Fluent English Proficient (RFEP).			27.8% of Ever-EL students are Reclassified Fluent English Proficient (RFEP).	
3.15	Course Access/Student access and enrollment in all required areas of study as measured by daily schedule/master schedules. (Priority 2)	100% of EL students receive ELD instruction 100% students are enrolled in core classes. 100% of EL students are enrolled in core classes guaranteeing access to all CCSS.				



Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.16	Student Chromebook Distribution	100% of K-8 students receive a Chromebook to use at school and at home.			Maintain Baseline: 100% of K-8 students receive a Chromebook to use at school and at home.	

Action #	Title	Description	Total Funds	Contributing
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Action #	Title	Description	Total Funds	Contributing
		<p>group and at the school level for English language arts, please see addendum A at the end of this document.</p>		
3.8	Site Supplemental Concentration Funding	<p>Analysis of iReady diagnostic scores from the 2023-2024 school year showed that a substantial number of students in our unduplicated count were categorized into tier 3 in both ELA and Math, failing to meet expected yearly growth. In response, funding will be provided for site actions intended to support college and career readiness for English Learners, including Long Term English Learners, low-income students, foster youth, and students experiencing homelessness will be implemented. Funding allocations at each site, which align with central Goals 1-4, will be internally monitored to ensure that spending is both appropriate and effective.</p> <p>Based on our dashboard needs, this action will support increasing English language arts performance districtwide as well as for our sites with red indicators. For additional information on low performance at the student group and at the school level for English language arts, please see addendum A at the end of this document.</p> <p>Based on our dashboard needs, this action will support increasing math performance districtwide as well as for our sites with red indicators. For</p>		

Action #	Title	Description	Total Funds	Contributing
		<p>advisory classes, as fewer students in a classroom lead to fewer distractions. Additionally, more Special Day Class teachers will be hired to increase support and improve academic outcomes for our unduplicated students who require extra instructional assistance. This initiative is aimed at students who may benefit significantly from extra support. In the early grades, our analysis shows that the proportion of students in tier 3 remains consistent past 3rd grade, highlighting the importance of early intervention and foundational reading. Particularly among our unduplicated students in grades TK-3, a significant percentage fall within tier 3. To address this, we will provide extra certificated staff in TK-3 to improve support and enhance academic results for EL and low-income students. This strategic improvement is designed to address critical needs at an early educational stage, setting the foundation for future academic success.</p> <p>Based on our dashboard needs, this action will support increasing English language arts performance districtwide as well as for our sites with red indicators. For additional information on low performance at the student group and at the school level for English language arts, please see addendum A at the end of this document.</p> <p>Based on our dashboard needs, this action will support increasing math performance districtwide as well as for our sites with red indicators. For additional information on low performance at the student group and at the school level for math, please see addendum A at the end of this document.</p>		
3.10	Psychologists	Districtwide psychologists, including bilingual ones, will assess students' academic performance, mental health, and behavior. The insights gained from this data will guide teachers, parents, and peers in enhancing academic outcomes for English Language Learners.	\$1,300,000.00	Yes
3.11	EL Program Support	Specialists will provide additional instructional and administrative support for English Learner, BTAP, and Dual Language programs, focusing on English language development and curriculum, specifically through GLAD (Guided Language Acquisition Design) training. Professional learning will center on guided language acquisition strategies. This professional	\$383,500.00	Yes



Action #	Title	Description	Total Funds	Contributing
		device. In order to ensure our unduplicated students do not have any barriers of access to instructional materials, The Chief Technology Officer will provide funding for the cyclical replacement of classroom technology to support students in achieving academic goals. The replacement plan Includes the replacement of computers, laptops, and printers.		
3.14	Data and Growth	According to our California Accountability Dashboard, Cajon Valley is facing challenges with numerous indicators and student groups classified in the "red" and "orange" categories. This has highlighted the necessity for deliberate data collection, analysis, and program evaluation using disaggregated data. Our Coordinator II- Data and Assessment team will establish a districtwide system that allows site staff and administrators to access and review disaggregated student data, assessments, and feedback from educational partners. This system will aid in making informed instructional decisions and improving student academic performance. This access to data and reports are specifically designed to assist students in the unduplicated count by implementing targeted improvement planning cycles involving both site and district administrators and staff.	\$315,000.00	Yes
3.15	Instruction and tutoring outside the school day and calendar. (ELO)	Certificated and classified staff will provide engaging summer learning and enrichment to positively impact both academic and social-emotional student development and growth. Afterschool tutoring will also be provided by certificated and classified staff for students represented in the unduplicated count during the 2023/2024 school year.	\$14,681,649.00	No

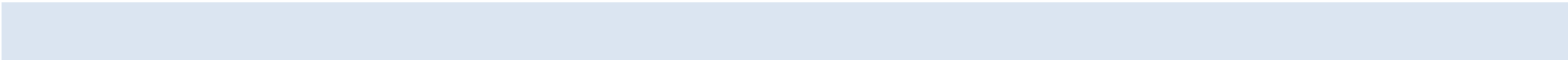




Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.3	ELPAC - Dually Identified	According to 2023 ELPAC scores, 6.96% of students who are dually identified (English Learner and Student with Disability) are a level 4 on ELPAC or Level 3 on Alternate ELPAC.			Based on 2026 ELPAC, 10% of students who are dually identified (English Learner and Student with Disability) will be a level 4 on ELPAC or Level 3 on Alternate ELPAC.	
4.4	iReady - ELA - SWD Diagnostic #2 (On Track Typical Growth)	Based on the iReady reading diagnostic given in February 2024, 56% of students with disabilities are on track to typical growth for the 23/24 school year.			Based on the iReady reading diagnostic given in February 2027, 62% of students with disabilities will be on track to typical growth for the 23/24 school year.	
4.5	iReady - ELA - SWD Diagnostic #3 (Met Typical Growth)	Based on the iReady reading diagnostic given June 2023, 48% of students with disabilities met typical growth for the 22/23 school year.			Based on the iReady reading diagnostic given June 2026, 54% of students with disabilities will meet typical growth for the 25/26 school year.	
4.6	iReady - ELA - SWD Diagnostic #3 (% Tiers)	Based on the iReady reading diagnostic given in February 2024:  13% of students with disabilities are Tier 1 (at or above grade level)			Based on the iReady reading diagnostic given in February 2027:  18% of students with disabilities will	

Metric #	Metric	
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Action #	Title	Description	
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# Goals and Actions

## Goal

Goal #	Description	Type of Goal
5	Both Empower and CVUSD Home School will utilize Equity Multiplier funding to enhance literacy through personalized learning plans. This approach will include providing additional instructional supports, professional learning, and investing in literacy resources to ensure that all students have access to the necessary tools for academic success.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 2: State Standards (Conditions of Learning)

An explanation of why the LEA has developed this goal.

Cajon Valley Home School and Empower are eligible for the Equity Multiplier and its associated funding. The Local Control Funding Formula Equity Multiplier grants additional funding to districts with school sites that had prior-year non-stability rates over 25% and socioeconomically disadvantaged pupil rates above 70%. This funding must be used to provide evidence-based services and support for students at these qualifying sites. Starting with the 2024-25 Local Control and Accountability Plan (LCAP), districts will document their efforts to improve outcomes for students at these locations. Both CVUSD sites will develop plans to support students in English Language Arts, mathematics, chronic absenteeism, and suspension.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	iReady Diagnostic Growth (ELA) Typical Growth (One Year's Growth) Measure	As of Diagnostic 2 (Feb 2024), 60% of all students were "on track" to make "one year's growth."			70% of all students were "on track" to make "one year's 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.

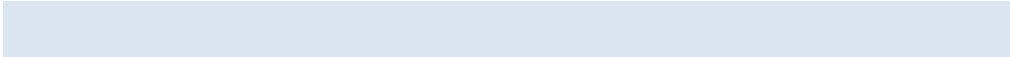
Not Applicable.

## Actions

Action #	Title	Description	Total Funds	Contributing
5.1	Literacy Supports	CVUSD Home School and Empower will use their Equity Multiplier funds to provide additional staff training in literacy support as well as increasing literacy supplies for both students and teachers.		



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



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	for nurturing better social relationships, enhancing academic performance, and preparing students for professional environments. As part of this effort, we will increase the frequency of feedback that specifically target listening and speaking skills, providing students with regular feedback to help them recognize their strengths and pinpoint areas for improvement. This targeted action is primarily aimed at supporting unduplicated students and is expected to significantly enhance or improve services for this group. Given that 76% of our student enrollment qualifies as unduplicated pupils, our district has prioritized a districtwide approach in offering speaking and listening experiences to ensure equitable resource allocation and to support these specific students.	
1.2	<p>Action: Recreational Equipment Replacement</p> <p>Need: Staff feedback regarding equipment use and need for replacement</p> <p>Scope: LEA-wide</p>	This funding will enable sites to sustain and enhance outdoor activities for students on campus. By providing the necessary resources for students represented in our unduplicated population, we can ensure that our outdoor programs remain engaging and educational. The high percentage of unduplicated pupils, at 76%, necessitates a comprehensive, districtwide funding for equipment to address the diverse needs of our student population effectively and uniformly.	LCFF Priority Survey, Broad Course of Study
1.3	<p>Action: Career Development Experiences</p> <p>Need: Based on a high level of feedback on the need for more educational experiences outside of the classroom with an intentional focus on real world connections to classwork. Students identified in our UPP benefit from career</p>	Every student identified in our UPP will experience at least one career based field trip each year	100% students will have access to at least one enhanced career development learning experience outside their classroom.

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
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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
2.3	<p>Action: Engagement Surveys</p> <p>Need: In response to the 2023-2024 school year data showing a significant portion of our unduplicated count did not meet the expected yearly growth in English Language Arts (ELA) and mathematics, and represented higher rates of suspension.</p> <p>Scope: LEA-wide</p>	<p>By continuing to analyze engagement among students, staff, and parents, we can strategically enhance academic involvement to improve student outcomes. Given that the districtwide average UPP is 76%, adopting a districtwide engagement plan ensures that feedback is received and strategies are implemented that benefits all UPP students districtwide, promoting increased support for achievement.</p>	<p>Gallup Survey- Parent, Student, and Staff</p>
2.4	<p>Action: Community Liaisons</p> <p>Need: In response to the 2023-2024 school year data showing a significant portion of our unduplicated count did not meet the expected yearly growth in English Language Arts (ELA) and mathematics, and represented higher rates of suspension.</p> <p>Scope: LEA-wide</p>	<p>Over 70 percent of our students are represented as part of our UPP Family, and Community Liaisons will enhance family and community involvement in student learning. They will provide guidance on supporting students' academic and behavioral development. To meet the diverse needs of families, meetings will be scheduled during and after school hours, offering access to district support and programs. With rising enrollment and a significant increase in the number of English Learners, expanded family outreach is essential. Liaisons will staff a central family welcome center available daily to assist families. With 76% of our students classified as unduplicated pupils, districtwide outreach provides a unified framework to address common challenges and enhance educational outcomes for this substantial portion of our student population.</p>	<p>Local Indicator: Parent and Family Engagement (Priority 3), Parent Gallup, Parent Involvement Opportunities, Parent Engagement Reflection Tool</p>
2.5	<p>Action: Recruit and maintain high quality staffing supporting students</p>	<p>We provide this service to increase student engagement, specifically for those represented in our unduplicated count, because engagement is</p>	<p>Williams Audit: Highly Qualified Teachers</p>

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
	<p>Need: Personnel interviews have identified barriers in applicants applying for jobs due to the cost of prerequisite requirements such as fingerprinting and post-hiring requirements like CPR certification. Applicants are reluctant to pay out of pocket. Given that 76% of our student enrollment qualifies as unduplicated pupils, our district has prioritized the hiring of high quality staffing to ensure equitable resource allocation and to support these specific students districtwide.</p> <p>Scope: LEA-wide</p>	<p>critical for academic success and overall well-being. Removing financial barriers that deter applicants from pursuing job opportunities meets these needs by ensuring that we can hire and retain qualified staff who can directly impact student engagement. By covering costs for prerequisites such as fingerprinting and post-hiring requirements like CPR certification, we attract a larger pool of qualified candidates who might otherwise be unable to afford these expenses. This ensures that financial constraints do not limit our ability to hire talented individuals. A strong, well-supported workforce is essential for creating a positive and engaging learning environment, which is particularly beneficial for students in our unduplicated count who may need additional support and resources. Ultimately, this approach strengthens our workforce and enhances our</p>	

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
	<p>Scope: LEA-wide</p>	<p>leading to better student engagement and improved attendance. Moreover, the assistant principal can help foster a more inclusive and supportive school environment, which is crucial for students who might face additional challenges. This dedicated support will ultimately contribute to higher academic achievement and overall success for our unduplicated student population.</p>	
2.7	<p>Action: Facilities Improvement</p> <p>Need: Meeting all requirements of the Facilities Inspection Tool (FIT) in a Williams audit is essential to ensure that school facilities are safe, clean, ensuring that students have access to an appropriate learning environment.</p> <p>Scope: LEA-wide</p>	<p>Ongoing funding will enable the maintenance and operations department to consistently address 5000 repair physical needs at school sites. By ensuring facilities are well-maintained and secure, this initiative supports a conducive learning environment for all students, particularly those in our unduplicated population, thereby enhancing their educational performance and outcomes. With 76% of our students identified as unduplicated pupils, implementing a districtwide process for to maintain facilities allows resources to be effi(ns-1 0 121.6479i)] re, thispon an 9&gt;&gt; n21</p>	





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
	<p>An increased number of students require transportation as part of the educational program, along with more off-campus career-related experiences.</p> <p>Scope: LEA-wide</p>	<p>emergencies or unexpected delays. They also facilitate enhanced communication through real-time notifications about schedule changes, increasing transparency and trust. Additionally, monitoring bus routes and student boarding details helps maintain accountability and ensures students board and alight at the correct stops, further safeguarding their travel to and from school. These technologies are vital investments for improving operational efficiency and student safety. A districtwide transportation plan is implemented because 76% of our students are unduplicated pupils, allowing these students to have safe transport to and from school.</p>	
2.12	<p>Action: District Safety and Security</p> <p>Need: Middle school suspension rates</p> <p>Scope: LEA-wide</p>	<p>The safety and security team support students represented in our UPP by preventing accidents, injuries, and violence on and near our campuses. They are prepared to quickly to emergencies, monitor the campuses, and maintain health and safety standards. These actions create a secure environment, allowing students to focus on their learning. The significant UPP of 76% in our district requires a districtwide safety and security plan to ensure that all schools receive the safety support needed to help unduplicated pupils succeed.</p>	Priority 6 Survey, Parent and Staff Safety Metrics
2.13	<p>Action: Campus Aides</p> <p>Need: Feedback from principals on need for</p>		

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
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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
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Core curriculums cannot meet the needs of all students, especially those performing below expected growth each year, because they are designed to address the general needs of the average student

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
	<p>and mathematics, and represented higher rates of suspension.</p> <p>Scope: LEA-wide</p>	<p>a significant portion of our students may benefit from additional academic assessment and support.</p>	
3.11	<p>Action: EL Program Support</p> <p>Need: EL CAASPP Data</p> <p>Scope: LEA-wide</p>	<p>Specialists will provide additional instructional and administrative support for English Learner (EL), BTAP, and Dual Language programs, focusing on English language development and curriculum through GLAD (Guided Language Acquisition Design) training. This professional learning will emphasize guided language acquisition strategies, equipping teachers with the tools needed to enhance EL instruction. This professional learning also supports integrated English Language Development, which is an area of need to best support our Long Term English Learners. Additionally, funds will be allocated to support specific EL needs related to classroom resources, ensuring that English learners receive the targeted support necessary to succeed academically. These services and supports are offered districtwide as ELs make up at least 45 percent of our UPP.</p>	<p>ELPI, EL CAASPP, EL iReady</p>
3.12	<p>Action: Technology Support Team</p> <p>Need: All students need access to technology, but not all UPP students can afford their own computers. The district is committed to a 1:1 student-to-device ratio and requires a centralized technology team to coordinate technology services. This ensures that</p>	<p>Coordinated technology services ensure that students from low-income backgrounds, English Learners, foster youth, and homeless students receive the essential support needed for academic success. This infrastructure not only enhances individual learning but also provides teachers with the tools to address the unique challenges these students face. These technology services and supports are offered districtwide, as our UPP</p>	<p>Student Chromebook Distribution</p>

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
	<p>students from low-income backgrounds, English Learners, foster youth, and homeless students receive the essential support needed for academic success. This infrastructure not only enhances individual learning but also provides teachers with the tools to address the unique challenges these students face.</p> <p>Scope: LEA-wide</p>	<p>represents three-quarters of our student population.</p>	
3.13	<p>Action: Technology Replacement</p> <p>Need: In a 1:1 school district, technology replacement funds are necessary for repairing, maintaining, and replacing district-wide technology.</p> <p>Scope: LEA-wide</p>	<p>This replacement plan includes updating computers, laptops, and printers to ensure reliable and up-to-date technology. By regularly maintaining and replacing these devices, the district guarantees that all students have equal access to the necessary resources for their education, supporting consistent and uninterrupted learning experiences. These resources are provided districtwide to meet the needs of our UPP, which comprises 76% of our student population.</p>	Student Chromebook Distribution
3.14	<p>Action: Data and Growth</p> <p>Need: In response to the 2023-2024 school year data showing a significant portion of our unduplicated count did not meet the expected yearly growth in English Language Arts (ELA) and mathematics, and represented higher rates of suspension.</p>	<p>The data and assessment team will establish a districtwide system that enables site staff and administrators to access and review disaggregated student data and assessments. This system will support informed instructional decisions and improve student academic performance, particularly for the 76% of students represented in our unduplicated population. It is specifically designed to assist these students by facilitating targeted improvement planning cycles involving both site and district administrators and staff.</p>	iReady, CAASPP

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
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Scope:  
LEA-wide

3.15 Action:  
Instruction and tutoring outside the school day and calendar. (ELO)

Need:  
In response to the 2023-2024 school year data showing a significant portion of our unduplicated count did not meet the expected yearly growth in English Language Arts (ELA) and mathematics, and represented higher









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
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# 2024-25 Contributing Actions Table

1. Projected





Goal	Action #	Action Title	Contributing to Increased or Improved
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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	3.6	Supplemental Curriculum	Yes	\$2,550,000.00	\$2,450,000
3	3.7	IT Bench Technician	Yes	\$117,990.00	\$122,500
3	3.8	EL & FACE Director	Yes	\$124,718.00	\$130,000
3	3.9	Library Software/Librarian	Yes	\$30,000.00	\$34,108
3	3.10	Computer Service Technician	Yes	\$646,358.00	\$530,000
3	3.11	Electronics Technician	Yes	\$256,680.00	\$196,500
3	3.12	Technology Replacement	Yes	\$300,000.00	\$300,000
3	3.13	Chief Technology Officer & Director of Technology.	Yes	\$647,105.00	\$650,000
3	3.14	Software/Database Specialist	Yes	\$155,250.00	\$167,000
3	3.15	Professional Learning Cohorts	Yes	\$100,000.00	\$133,452
3	3.16	Weekly Staff Collaboration Time	Yes	\$3,433,435.00	\$3,498,834
3	3.17	Primary Reading Assessment Software- ESGI	Yes	\$43,281.00	\$53,000
3	3.18	Learning Management System	No	\$130,000.00	\$130,000
3	3.19	Data and Assessment Coordinator	Yes	\$269,100.00	\$330,500



# 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 (%-t/FA)
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Last  
Year's  
Goal #

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	2.32	Family and Community Liaisons (CalNew)	Yes	\$363,100.00	\$100,000		
2	2.35	Additional Concentration Grant	Yes	\$4,512,339.00	\$4,867,182		
2	2.36	Transportation Operations-Assistant- Off Campus Experiences	Yes	\$69,412.00	\$87,500		
2	2.37	Supplemental Student Mentoring	Yes	\$75,000.00	\$72,000		
2	2.38	Site Water Filling Stations	Yes	\$600,000.00	\$690,000		
3	3.1	Reduce MS Class Size	Yes	\$808,586.00	\$850,000		
3	3.2	Reduce SDC Class Size	Yes	\$921,150.00	\$916,242		
3	3.3	Reduce SDC Class Size	Yes	\$1,329,975.00	\$1,412,328		
3	3.4	Reduce TK-3 Class Size	Yes	\$7,381,326.00	\$7,521,922		
3	3.5	Site Supplemental Concentration Funding	Yes	\$2,348,370.00	\$2,530,182		
3	3.6	Supplemental Curriculum	Yes	\$2,550,000.00	\$2,450,000		
3	3.7	IT Bench Technician	Yes	\$117,990.00	\$122,500		
3	3.8	EL & FACE Director	Yes	\$124,718.00	\$130,000		
3	3.9	Library Software/Librarian	Yes	\$30,000.00	\$34,108		
3	3.10						

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)
3	3.14	Software/Database Specialist	Yes	\$155,250.00	\$167,000		
3	3.15	Professional Learning Cohorts	Yes	\$100,000.00	\$133,452		
3	3.16	Weekly Staff Collaboration Time	Yes	\$3,433,435.00	\$3,498,834		
3	3.17	Primary Reading Assessment Software- ESGI	Yes	\$43,281.00	\$53,000		
3	3.19	Data and Assessment Coordinator	Yes	\$269,100.00	\$330,500		
3	3.24	Supplemental Classroom Instructional Supplies	Yes	\$560,000.00	\$560,000		
3	3.25	Literacy Improvement Plan	Yes	\$320,000.00	\$500,000		



# 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)
\$155,547,077	\$44,496,025	0.000%	28.606%	\$44,498,153.00	0.000%	28.608%	\$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](mailto: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:

- o Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and

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

- o Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).
- o 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.

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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:



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 isi





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.

- o 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,
- o 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:

- o 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.

- o 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:

- o The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
- o The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation4(subje).ibn

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.

- o 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.

- o 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.

- o 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.

- o 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.

- o 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.



**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.

- o In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
- o 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.
- o 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.

- o 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.





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:

- o 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.
- o 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



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).



- o 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.

- o

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



- o 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.
- o Location

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.

- o 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

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%).

- o 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)

- o This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.

5. Total Planned Percentage of Improved Services

- o 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)

- o 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

- o 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)

- o 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

- o 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)

- o 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 (%)

- o This amount is the total of the Planned Percentage of Improved Services column.

#### 8. Total Estimated Actual Percentage of Improved Services (%)

- o 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)

- o 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 %)

- o 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)

- o 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).

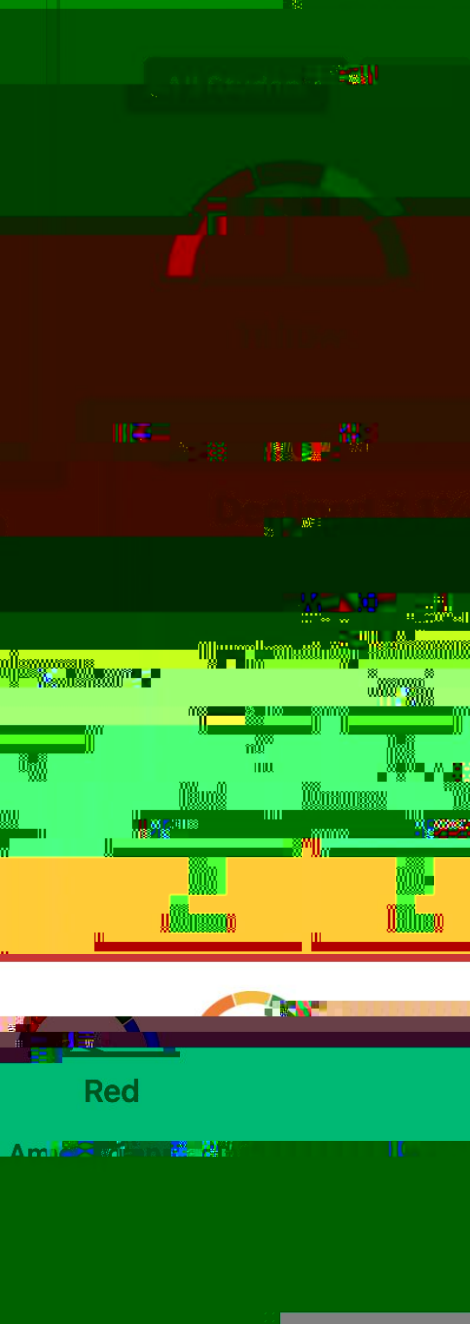
12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)

- o 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 aarr8dsChtlmat31799) from(1 EA be(i)-1i(a)-r pe

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Chronic Absenteeism



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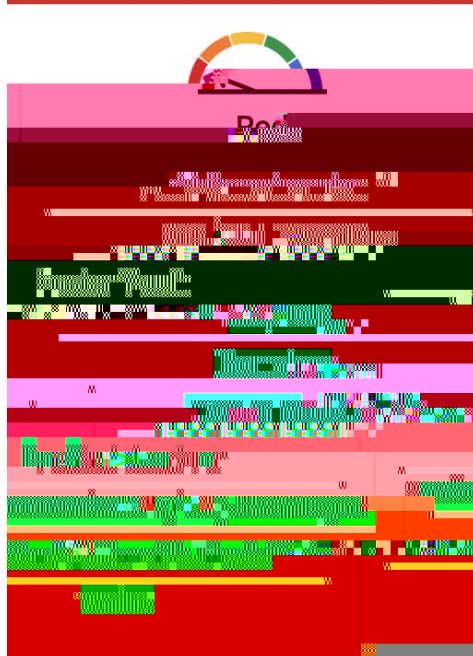
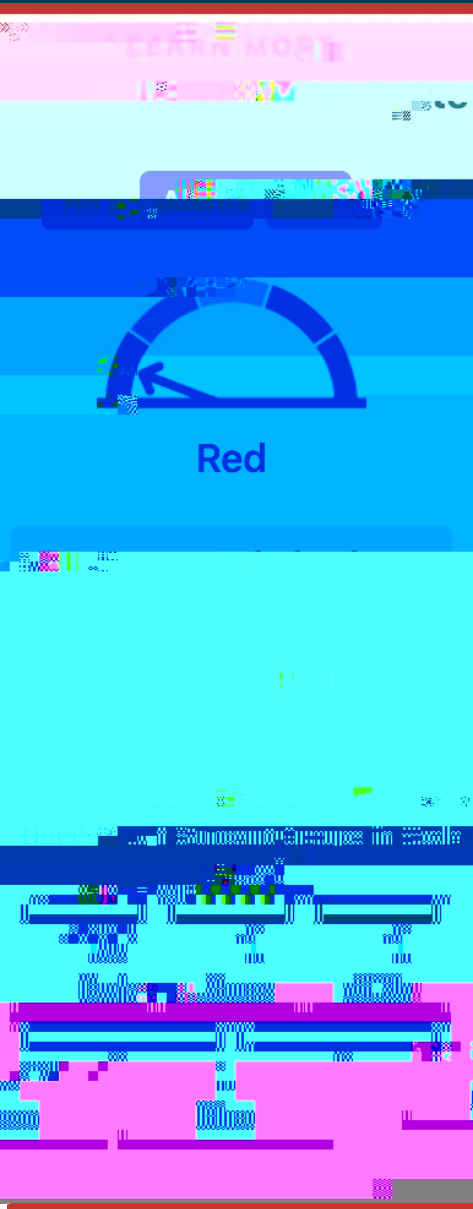
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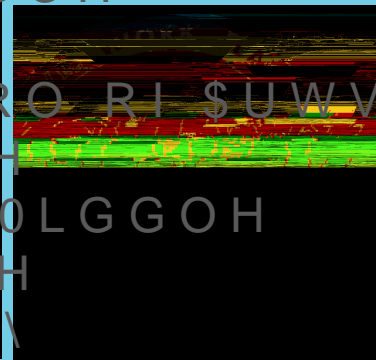
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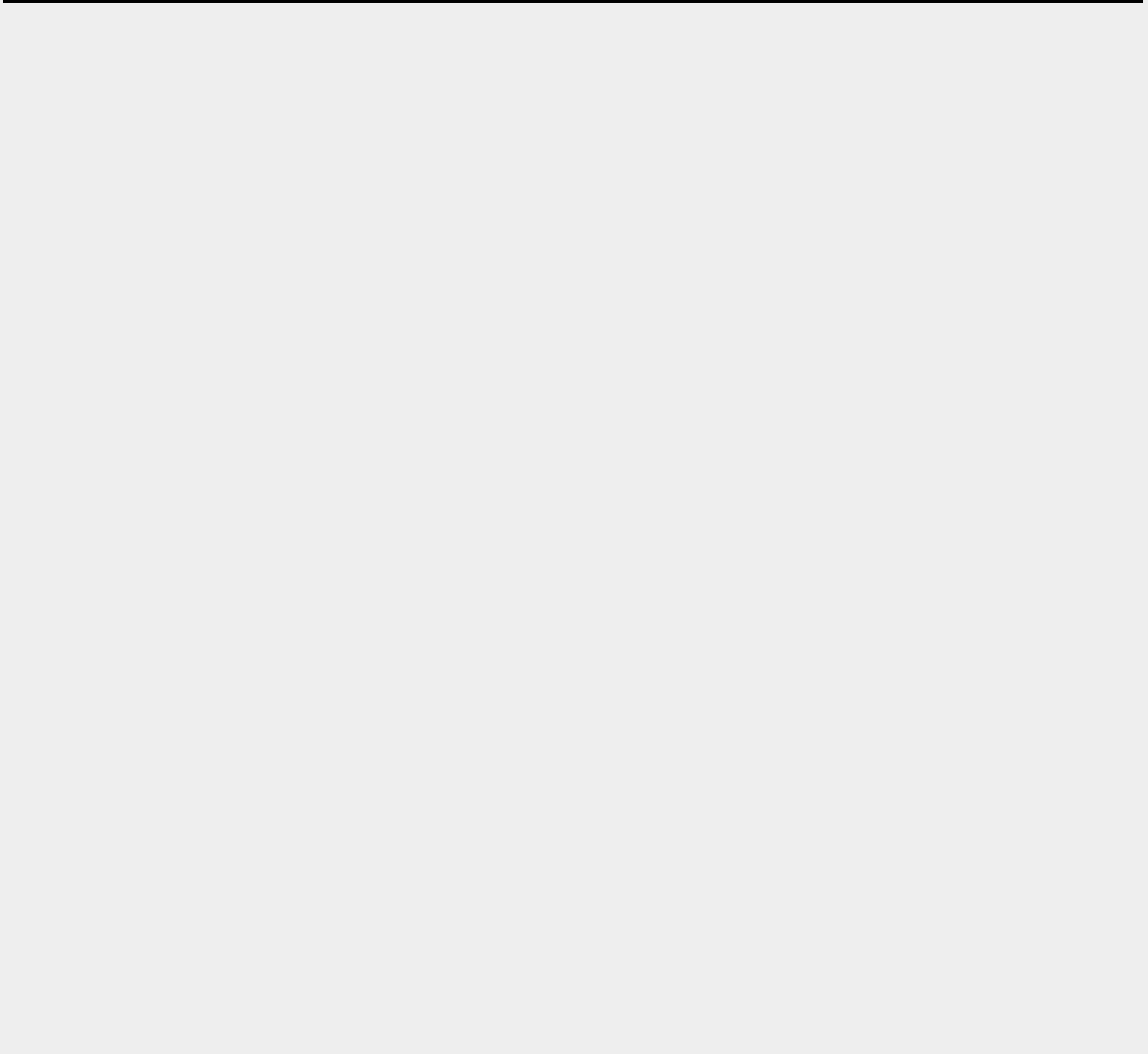
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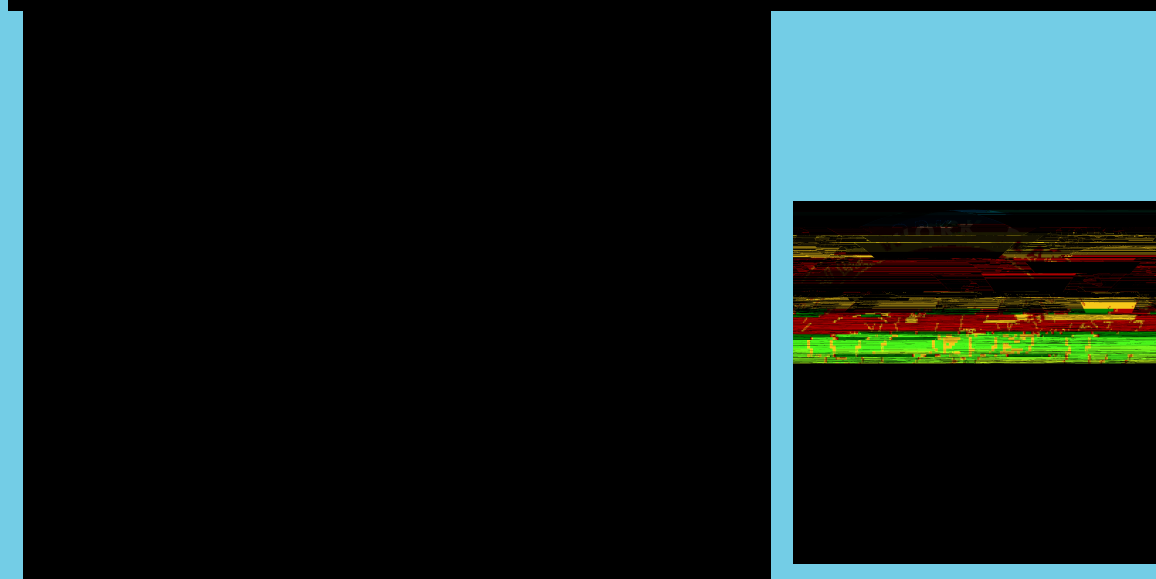
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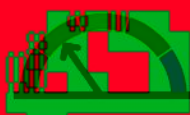
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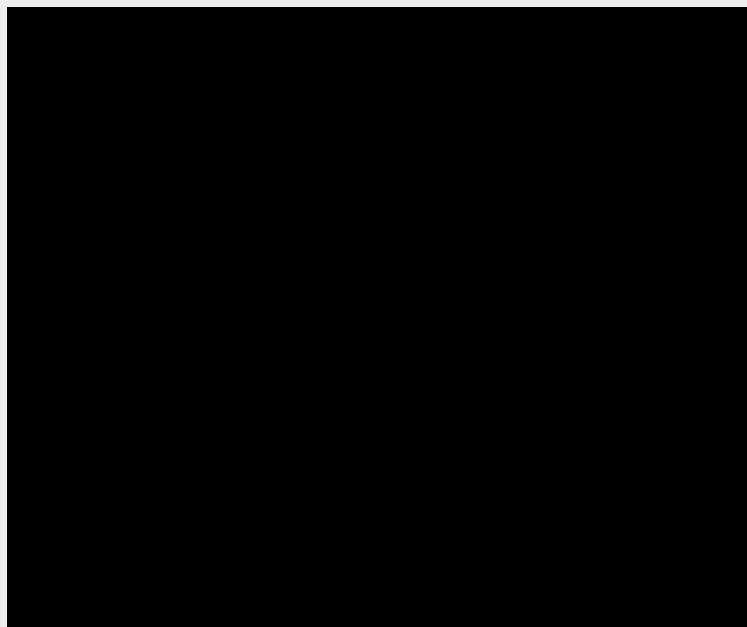
# English Learner Progress

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