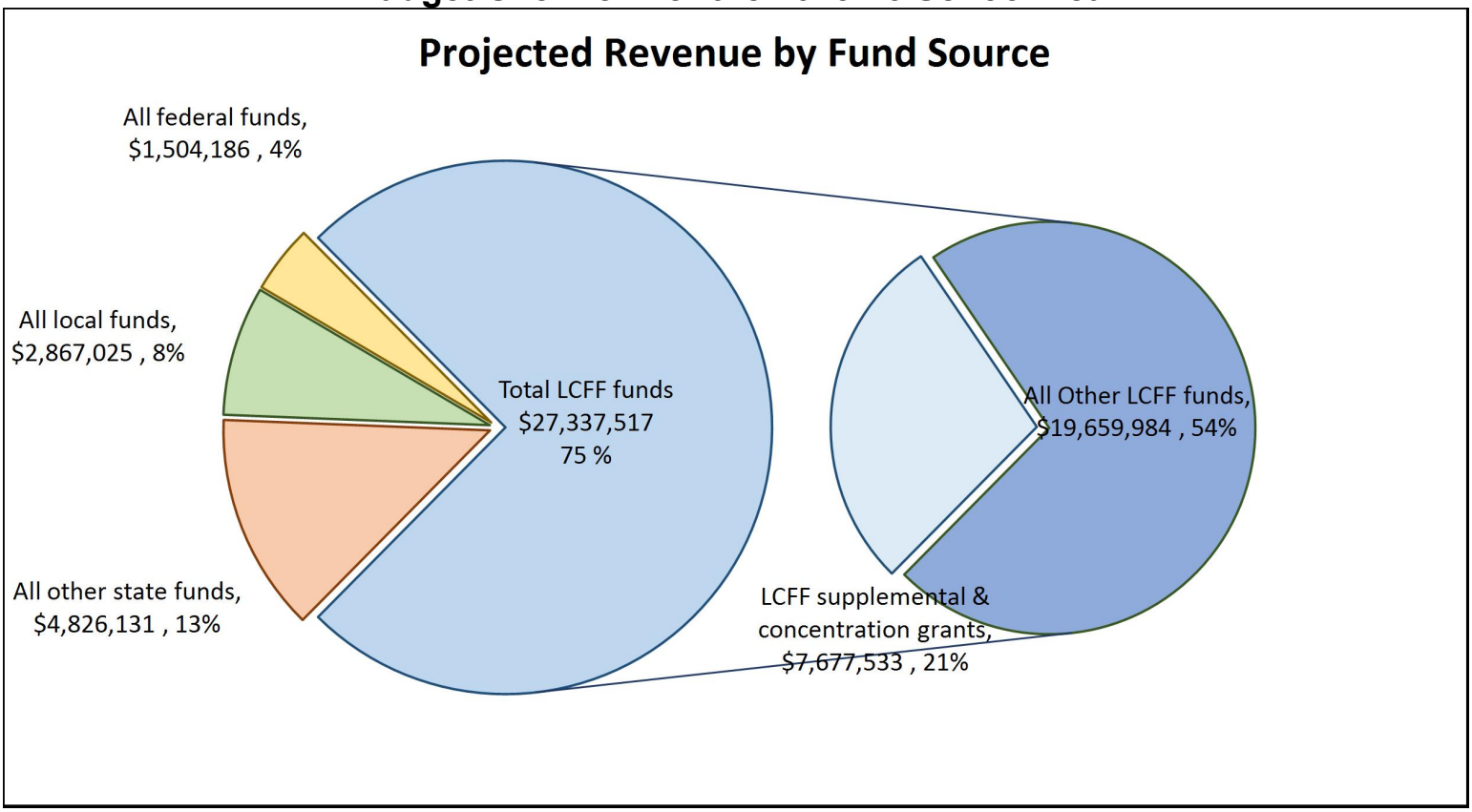
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Caruthers Unified School District
CDS Code: 10-75598
School Year: 2025-26
LEA contact information:
Marla Enmark
Assistant Superintendent
menmark@caruthers.k12.ca.us
559-495-7810

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2025-26 School Year



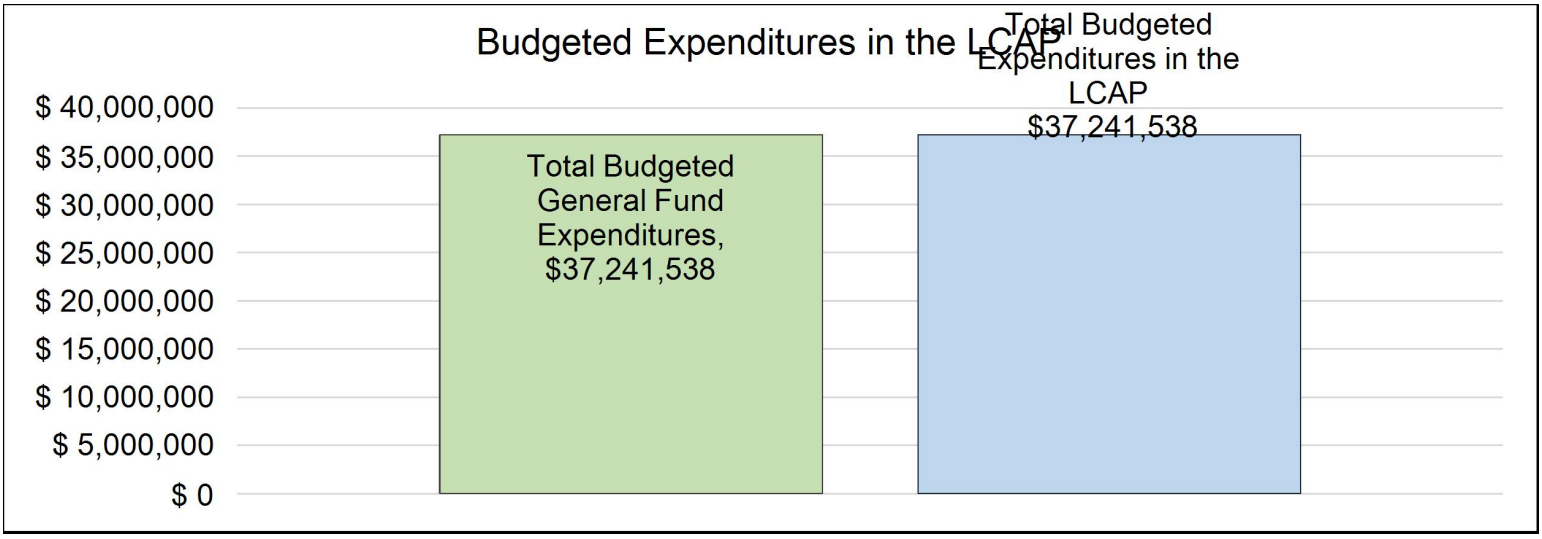
This chart shows the total general purpose revenue Caruthers Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Caruthers Unified School District is $36,534,859.09, of which $27,337,517.00 is Local Control Funding Formula (LCFF), $4,826,131.09 is other state funds, $2,867,025.00 is local funds, and $1,504,186.00 is federal funds. Of the $27,337,517.00 in

LCFF Funds, $7,677,533.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Caruthers Unified School District plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

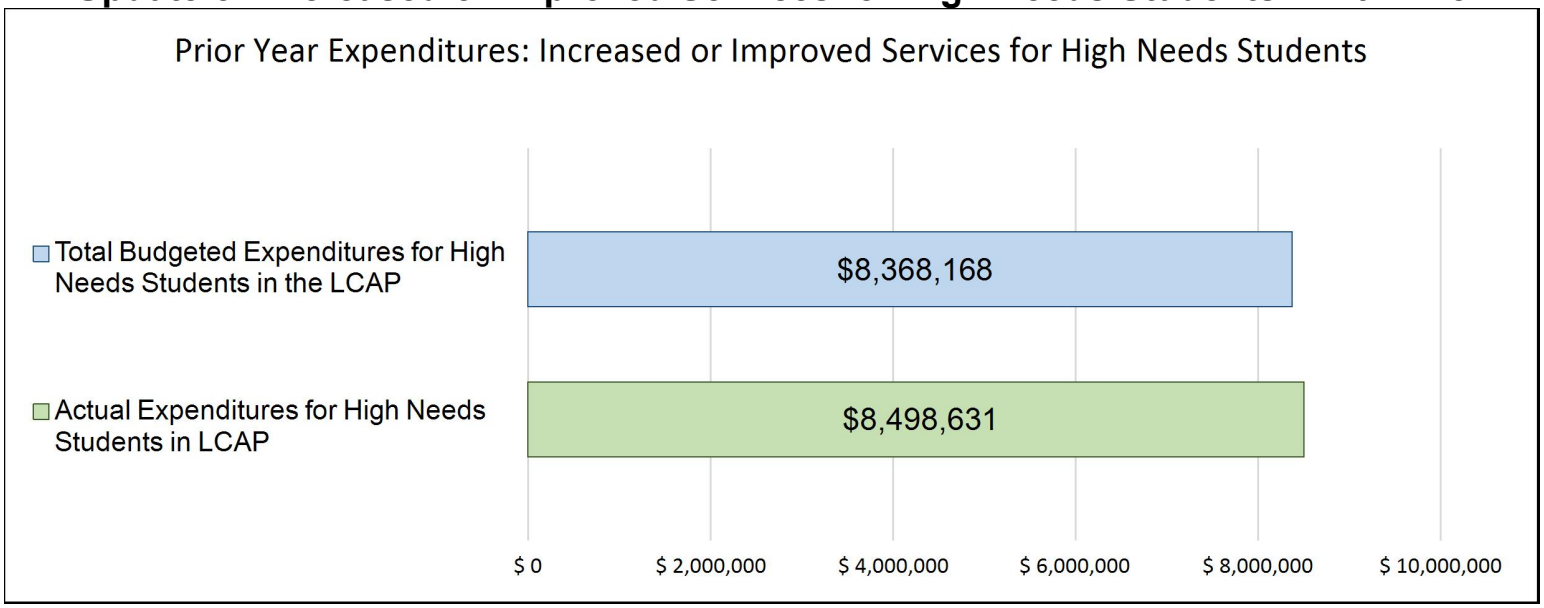
The text description of the above chart is as follows: Caruthers Unified School District plans to spend $37,241,538.00 for the 2025-26 school year. Of that amount, $37,241,538.00 is tied to actions/services in the LCAP and $0 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, Caruthers Unified School District is projecting it will receive $7,677,533.00 based on the enrollment of foster youth, English learner, and low-income students. Caruthers Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Caruthers Unified School District plans to spend $8,428,304.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2024-25



This chart compares what Caruthers Unified School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Caruthers Unified School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2024-25, Caruthers Unified School District's LCAP budgeted $8,368,168.00 for planned actions to increase or improve services for high needs students. Caruthers Unified School District actually spent $8,498,631.00 for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of $130,463 had the following impact on Caruthers Unified School District’s ability to increase or improve services for high needs students:

The District spent more than budgeted for increased services for high needs students, which allowed for additional supports focused on accelerating achievement for Low-Income students, English Learners, and Foster Youth.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Caruthers Unified School District	Marla Enmark Assistant Superintendent	menmark@caruthers.k12.ca.us 559-495-7810

Plan Summary [2025-26]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Caruthers Unified is located in the central San Joaquin Valley, approximately 15 miles south of Fresno. The District covers a large rural area (120 square miles) of approximately 2,200 residents, including the two small unincorporated communities of Caruthers and Raisin City. An additional 4,800 people live in the area surrounding Caruthers. The goals of the Caruthers Unified School District are to:

1. Promote academic achievement for all students, including low-income, EL and foster youth students.
2. Maintain Safe and Healthy Schools with Positive Climates
3. Guide and Prepare Students for Post-Secondary Opportunities

For the 2024-25 school year, the Caruthers Unified School District is comprised of 1,689 students. Caruthers Unified is committed to promoting academic achievement for all students, including Low-Income students, English Learners, and Foster Youth. The educational programs start at our Family Services Center, which houses our Pre-School, Caruthers Elementary, Monroe Elementary, Caruthers High School as well as MARC High School which is our continuation high school and adult school.

Of our 1,689 students, 89.2% of them are low-income (LI) and qualify for free and reduced lunch, 25.2% are designated as English Learner students, and 9.7% are students with disabilities. Less than 1% are Foster Youth, and 1.8% are homeless. Students in Caruthers benefit from the support they receive in a small community and are given the opportunity to participate in a variety of extracurricular programs involving athletics, community service and the arts. In passing two bonds over the past several years, the Caruthers community has taken huge steps in the support of our District.

For the 2025-26 school year, MARC High has again been identified as eligible for Equity Multiplier funding. Goal 4 was created last year as a focus goal to describe how those funds would be used to increase the percentage of students placing at the "Prepared" level on the College and Career Indicator from the California School Dashboard, which was 0% in the prior year. The most recent Dashboard results showed that the percentage increased to 8.3%. Based on this improvement, we will continue to use those funds for the same school and purposes as part of the 2025-26 plan. Additionally, the Dashboard results showed an increase in the MARC High suspension rate to 2.3%. Goal 4 will be amended to address the increase in suspension rate, and the MARC High Educational Partners have been consulted to agree upon how that will be done and what action(s) will be added to that goal.

The District has no unspent LREBG funds to carry over to 2025-26.

Reflections: Annual Performance

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

California School Dashboard results are reported as color categories, based on status (performance level) and change (increase or decrease). The colors that may be assigned are: Blue, Green, Yellow, Orange, or Red. In the case of most Dashboard indicators, the colors correspond to the levels of Very High, High, Medium, Low, and Very Low, respectively. However, in the cases of Suspension and Chronic Absenteeism, where lower rates are desired, Blue corresponds to Very Low, Green to Low, Yellow to Medium, Orange to High, and Red to Very High. The Dashboard does not assign a performance level to student groups with less than 30 students, with the exception of Foster Youth, Homeless students, and Long-Term English Learners, who receive a level if there are 15 or more in the group. No data are reported for any group with less than 11 students to protect students' privacy.

REFLECTIONS ON DATA:

2024 California School Dashboard, Distance from Standard (Table 1):
"Distance from Standard" results for English Language Arts (ELA) show declines by all student groups, with the exception of English Learners (EL) and Students with Disabilities (SWD). The greatest declines were seen in the Asian and White groups, which are numerically smaller so results may be more volatile. The increases for the EL student group suggest that our efforts to provide increased academic supports are having a positive impact. Inequalities persist in the achievement of Low-Income (LI) students, ELs, and Long-Term English Learners (LTEL) when compared to the Overall student achievement. The inequality between EL and Overall results was diminished from the prior year. Low-Income students also closed the gap with Overall results in ELA, but not in the fashion we would have liked to see.
Results in math were positive for most groups, except White and Asian students. Overall results improved, with LI students and ELs both closing gaps in results in comparison to those Overall. English Learners, including LTEL, achieved significant increases in Math performance. As with ELA, inequalities persist in the achievement of Low-Income (LI) students, ELs, and Long-Term English Learners (LTEL) when compared to the Overall student achievement. The inequality between EL students and Low-Income students, compared with Overall results was also diminished from the prior year.
The District's increased efforts to support EL students resulted in improvements at all levels and in both ELA and math. Districtwide and at each school, EL students increased performance in ELA, with +17.6 points at Caruthers High, +4.3 points at Caruthers Elementary, and +3.5

points at Monroe Elementary. In math, EL students improved by 32.7 points at CHS, by 5.5 points at CES, and by 5.6 points at MES.
Caruthers High math scores reflected their efforts to increase math supports. In addition to the math results cited above, Overall results improved by 18.9 points, Low-Income students gained 20.3 points, and Students with Disabilities increased their groups performance by 62.3 points.

2024 SBAC Assessments, ELA and Math; Percentages of Students Meeting or Exceeding Standard. (Table 2):
The percentages of students "Meeting or Exceeding Standard" in ELA showed similar results to those for the "Distance from Standard". Low-Income students were keeping pace with Overall result in ELA, but barely closed ground. Unlike "Distance from Standard" results, English Learners experienced a decline in ELA performance compared to the prior year. "Distance from Standard" results includes the scores of all students who took the assessment, while "Meeting or Exceeding Standard" only includes those who scored at standard or above. Comparing the two measures, it appears that EL students who have struggled more in the past to be successful are improving more quickly, and so scoring closer to standard, while the percentages in the higher ranges have slightly slipped back.
In math, results for "Meeting or Exceeding Standard" were also similar to the "Distance from Standard". Groups' performance improved, with the exception of White students and non-LI. The inequality between EL students and Low-Income students, compared with Overall results was also diminished from the prior year.
Inequalities in percentages of students "Meeting or Exceeding Standard" are apparent between LI students and non-LI students in both ELA and math, evidence that compounds the difference between Low-Income and Overall percentages. The gaps between results for EL and LTEL and those Overall highlight the continued need to provide additional supports for those student groups that have demonstrated positive results in math and, we expect to see in ELA as well.

2024 SBAC Assessments,Science; Percentages of Students Meeting or Exceeding Standard. (Table 3):
The Overall percentage of students "Meeting or Exceeding Standard" showed a slight decline from the prior year, and there were declines in the percentages for all student groups, with the exception of LI students, who showed slight improvement, and closed the gap with Overall results. Educational partners have suggested that one reason for inequalities in results for EI and LTEL students and Overall results may be a lack of academic vocabulary in the sciences, and the need to expose EL and LTEL students to that vocabulary and experiences associated with it.
The "Distance from Standard" for the SBAC Science assessment was reported for the first time, and the Overall result was 18.8 points below standard; no performance level was assigned. Student group results were: Low-Income -- 20.0 points below; English Learners -- 26.2 points below; LTEL -- 32.7 points below; Hispanic -- 19.5 points below; White -- 16.7 points below; Students with Disabilities -- 32.5 points below.

2024 California School Dashboard, English Learner Progress Indicator (ELPI):
English Language Proficiency Assessment for California (ELPAC) Summative results reported on the Dashboard show that 53.0% of our English Learners are making a year or more growth in acquiring English language skills, maintaining close to the 53.6% from the prior year. Long-Term English Learner results were 65.3% making a year or more growth, an increase of 7.3% and in the Blue, or "Very High" performance level.
The reclassification rate was in double digits for the third year in a row, increasing from 14.4% to 18.4%.
The District recognized the need to take further steps to better address the needs of our English Learners, and the data from state assessments shows that those actions are bearing fruit. As a result, we will continue an additional ELD class at CHS to lower class size and provide greater individual attention will continue as part of Action 1.9 to address the needs of English Learners at the high school.

Administrators will continue to collaborate with ELD teachers and ELD leadership teams to improve and accelerate language acquisition as they continue implementation of the District's English Learner Master Plan aligned with the state's EL Roadmap. We believe that the gains in the percentage of LTEL making progress in the ELPI, and the continuing double-digit reclassification rate demonstrates that we are on the right track.

iReady Reading and Math Assessments, Diagnostic 3 (Table 4):
2025 iReady Diagnostic 3 assessment results, compared to the prior year's Diagnostic 3, show that Overall results improved in reading from the prior year, and that every group improved as well, with the exception of White students and Homeless students. All student groups showed improvement in math. Low-Income students and English Learners had strong increases in percentages at or above grade level in both areas, as did Students with Disabilities. Since the iReady data are as of May, 2025, we believe that the iReady results show that the current implementation of the actions in Goal 1 is having a positive impact and needs to be continued.

2024 Early Assessment Program (EAP), Percentage of 11th Grade Students Scoring "Ready" (Table 5):
After the 2023 greater-than-doubled increases in the percentages of All Students, Low-Income students, and Hispanic students scoring "Ready" for college ELA, those groups saw declines in 2024 percentages. All groups saw slight increases in math. The lack of English Learners, LTEL, and Students with Disabilities meeting standard remains a cause for concern. Inequalities in percentages of 11th grade students scoring "Ready" in the EAP (exceeding standard on SBAC) are clearly apparent between Low-Income students and non-Low-Income students in both ELA and math, evidence that compounds the difference between Low-Income and overall percentages. Math assessment results were low for all students groups, with similar inequalities in results. Also clearly seen are the inequalities between English Learners, Students with Exceptional Needs and overall results in both subject areas.

2024 California School Dashboard, Graduation Rates (Table 6):
The significant increases in 2023 were followed by declines for Overall grad rates and for all student groups. Overall, Low-Income, LTEL, and Hispanic student groups were above 90%. English Learners saw a decline that led to widening inequalities in results compared to Overall. Students with Disabilities also experienced an increasing gap in graduation rates, along with White students.
In examining the results, we have identified a combination group that, with focused support, should be more successful in meeting graduation requirements and raising Overall and certain groups' results. However, due to the small (<11) number of students in the combination group, privacy concerns constrain the District from any further identification.

2024 California School Dashboard, College and Career Readiness Rates (Table 7):
For the second year in a row, there were increases in College and Career Readiness Overall and for all student groups, with the exceptions of Students with Disabilities and White students. The rate for our English Learners and LTEL continued to increase at a faster rate than All Students, further closing that inequality. Overall, Low-Income, LTEL, and Hispanic student groups' results were all in the Green (High) performance level. English Learners' results improved to the Yellow (Medium) level.

2024 A-G and CTE Completion Rates (Table 8):
Confirming the College Readiness data, the percentages of students meeting the basic requirements for admission to U.C. or C.S.U. (A-G completion rates) increased for most groups. English Learners and Low-Income students increased at a more rapid rate than Overall results, further closing that inequality. The percentage for LTEL was even higher than for overall English Learners. The increases for both those groups indicate that an increasing number of English Learners are prepared for enrollment in university.

Results for CTE completion rates were in a very similar pattern to the A-G results, with Low-Income students and English Learners further closing inequalities in performance with Overall results.
The A-G and CTE completion rates, combined with the College and Career Readiness data, demonstrate that Action 3.1 is reaping the planned results in high school success for our Low-Income students and English Learners.

Included in the 2024 graduation cohort were 31.7% of graduates with Golden State Merit Seal diplomas, a 5% increase from 2023.

2024 California School Dashboard, Chronic Absenteeism (Table 9):
Chronic absenteeism rates again decreased from the prior year, resulting in the District and each student group with more than ten in its cohort being assigned the Yellow performance level for this indicator. English Learners achieved the Green performance level. We were pleased to see that our efforts to address the former Red (Very High) rates were successful for Low-Income students, English Learners, and Students with Disabilities. The rate decline for Foster Youth over 45%, demonstrating that efforts to support those students have also been successful.
Inasmuch as the actions in which we engaged to address Chronic Absenteeism have been successful, we will continue those in the 2025-26 school year.

2024 California School Dashboard, Suspension Rates (Table 10):
Suspension rates declined Overall all for most other groups. Overall results and those for Hispanic and White students led to a Green performance level. Asian student improved to the Blue level. Low-Income students, English Learners, and LTEL improved to the Yellow level. When compared to suspension rates for non-Low-Income students, inequalities in rates are evident, and will continue to be addressed by the actions that have shown success for reducing suspension rates for those groups -- providing social-emotional and mental health supports in order to ensure that our students feel safe and connected to their schools, including continued, significant increases in the budgets for those services and social-emotional learning (SEL).
Homeless students also improved (Orange), but were suspended at a greater rate than the Overall, as were Foster Youth (Red). The suspension rate for Students with Disabilities also increased, resulting in an Orange performance level.
Educational partners continue to express concerns that many students at all grade levels are still exhibiting in-school behaviors that are more like the relaxed behaviors they might practice at home. Partners also continue to voice concerns that motivation is lacking among many older students at the middle and high school levels.

The High School Dropout Rate maintained at 2.2% (four students). The District is committed to all students completing high school.

We were pleased to see in the Spring, 2025, survey results that the percentages of students who responded that they feel safe at, and connected to school continued to increase this year. The percentage who feel safe was rose from 85% to 87%; and those feeling connected increased from 83% to 84%. Since our ultimate goal is for every student to feel safe and belonging at school, we will continue our culture and climate actions described in Goal 2.

The District again made a strong effort to encourage participation, and saw almost double as many parents responded to surveys in 2025. The percentage of parents who responded that they feel welcome at their children's schools rose from 80% to 91%. The percentage of parents who feel their children are safe at school also increased from 87.5% to 92%. Our efforts in Goal 2, Action 1, appear to be having the positive impact that was expected. The Family Liaisons, in particular, have provided services and support to Low-Income families and Foster

Youth and homeless students that have positively impacted family participation and satisfaction. Results for the Family Engagement instrument showed a rating of 4.0 (on a scale of 1 to 5) for a "High Implementation" rating on family engagement responses.
Forums for parents to discuss and collaborate on expectations for our students have continued via parent committees and organizations, including School Site Councils (SSC), English Learner Advisory Committees (ELAC), the District English Learner Advisory Committee (DELAC), and the District's Parent Advisory Council (PAC).

All teachers responded that they feel connected to their school, and 98% feel safe at their schools.

The District continues to maintain and upgraded facilities and provide a number of programs and activities to enhance the core curriculum and instruction in order to engage unduplicated students to become active participants in the school community. Students are served by various clubs and programs that made them feel safer and develop positive character, while at school. Students participate and or had access to Junior Doctor's and Doctor's Academy, athletics, Summer Bridge, and after school programs.

Caruthers Unified continues to be successful in promoting collaboration with administration and teacher leadership teams, in communicating with their colleagues the direction and goals for our students, and in increasing focused instructional time.

The District provides instructional support for new teachers through a mentorship program to help them better meet the needs of low income and EL pupils and we are pleased with its success. Technology training and professional learning support for all staff that was provided to support the switch to distance learning has resulted in more effective use of technology to support classroom instruction. District teachers assessed the implementation of state standards at 3.5 points out of 5, equivalent to beyond initial implementation and not yet reaching high implementation. Surveys indicate that Next-Generation Science Standards and History/Social Studies are the areas in which teachers feel more training and support are needed.
Ninety-eight percent of teachers who responded agreed that "Caruthers USD values its certificated staff members". Of those, 67% "strongly agreed". Among Support Staff who responded, 86.2% agreed that "Caruthers USD values its classified staff members".

[The 2025 results for All Students, Hispanic students, and Low-Income students will be updated at the end of the school year.]

Providing access to devices and connectivity to the internet continues to be one of the District's successes. Every student has access to a device and, if needed, access to a hotspot for internet connectivity. The District consistently has reached out to families to ensure that students' technological needs are met. The level of tech support has been praised by staff and parents alike and resulted in the multifold improvements in teachers' comfort with technology that are described below.

Improvements in academic outcomes in Math described above confirm that the District's efforts are having a positive impact on Low-Income students and English Learner. ELA outcomes for English Learners also suggest that our efforts to address their academic needs are being successful. Improvements for both groups from 2022 to 2024 confirm that the supports provided by the District are helping close inequalities. Instructional support will continue to be provided for Low-Income students, English Learner students, and Foster Youth focused on primary grades on early literacy skills, language development, math and intervention through small class size (4th -12th grades), and an RtI program for reading or math supported by a credentialed teacher. Students are met with daily for strategic instructional support and thereby increasing academic achievement for unduplicated students. The iReady program to support students through intervention and allow students to succeed academically is fully implemented and provides useful data for instructional decisions at the classroom, school, and District levels.

The Response to Intervention aspect of the program is increasing annually .

Teachers will continue to use iReady diagnostic assessments to identify strengths and areas of growth in English language arts and mathematics, in grades K-12. Other assessments, oral and written, administered by teachers will be combined with the iReady to identify skills and knowledge to be addressed. Expert teacher recommendation will also be strongly considered. Data from domains, lesson pass rates, and other measures will be examined at grade level, classroom, and individual student levels to plan instruction, supports, and interventions. Both EL and LI student groups lag behind other student groups, so those data will be examined in more depth. Teachers will continue to participate in professional development and peer collaboration to inform and adjust instruction.

Required Actions:
The following actions were required to be included in the 2024-2027 LCAP based on results from the 2023 California School Dashboard. Though results may have changed in the 2024 Dashboard in these areas or for the included student groups, the actions must be maintained through the 2026-2027 update.

- Action 1.12: Districtwide and at Caruthers High, the assigned performance level for English Learners in Math was Red (Very Low). As a result, this action was included in the LCAP to address this need. As seen in Table 1, English Learners improved by 16.6 points in math Districtwide. At CHS, English Learners improved by 32.7 points in math.
- Action 1.13: Districtwide, Students with Disabilities were assigned a Red level in Math, and an additional specific action was included in the LCAP to address this need. As seen in Table 1, Students with Disabilities improved by 23.6 points in math Districtwide.
- Action 2.6: On the 2023 Dashboard for Monroe School, Overall Chronic Absenteeism rates and those for Low-Income students, English Learners, and Hispanic students were in the Red performance level. To address those rates, this action was included in the LCAP. On the 2024 California School Dashboard, Overall results and those for Low-Income students, English Learners, Hispanic students, and Students with Disabilities and all other student groups reduced chronic absenteeism rates by half or more. All of those groups achieved a Yellow (Medium) performance level.
- Action 2.7: 2023 California School Dashboard Suspension Rate results were at the Red performance level for English Learners at Caruthers High and Districtwide, and Red for Homeless students Districtwide. To address this issue, this action was included in the LCAP. Districtwide, suspension rates for English Learners and Homeless students improved by 1.2% and 1.6%, respectively. Both groups exited the Red level. At Caruthers High, the suspension rate for English Learners improved by 1.8% to the Yellow performance level.
- Action 2.8: 2023 California School Dashboard District Suspension Rate results were at the Red performance level for Foster Youth. To address this issue, this action was included in the LCAP. The suspension rate increased from 8.7% to 10.5% on the 2024 Dashboard, and the performance level remained at Red. However, in examining the data, we found that the number of suspensions was the same (2), but the rate increased because the number in the Foster Youth cohort declined significantly. We will continue implementation of this action as written in anticipation that doing so will yield the expected results.
- Action 2.9: 2023 California School Dashboard Suspension Rate results for Caruthers Elementary School were at the Red performance level for White Students. To address this issue, this action was included in the LCAP. The suspension rate for White students improved by 2.3% and is in the Yellow performance level in the 2024 Dashboard.

DISTANCE FROM STANDARD:	ELA	CHANGE FROM 2023	MATH	CHANGE FROM 2023
OVERALL	21.2 points below	4.3 points decline	60.3 points below	3.1 points improvement
LOW-INCOME	27.8 points below	1.1 points decline	68.6 points below	4.9 points improvement
ENGLISH LEARNERS	57.7 points below	5.2 points improvement	87.6 points below	16.6 points improvement
LTEL	91.2 points below	3.8 points decline	147.7 points below	8.0 points improvement
HISPANIC	25.0 points below	3.1 points decline	65.7 points below	5.5 points improvement
ASIAN	28.2 points above	27.5 points decline	9.1 points above	8.3 points decline
WHITE	0.7 points below	14.4 points decline	37.1 points below	25.0 points decline
STUDENTS W/DISABILITIES	112.7 points below	7.2 points improvement	151.6 points below	23.6 points improvement

Table 1

MEETING OR EXCEEDING STANDARD:	ELA	CHANGE FROM 2023	MATH	CHANGE FROM 2023
OVERALL	43.3%	0.4% decline	29.5%	0.4% improvement
LOW-INCOME	39.8%	0.2% improvement	26.2%	1.2% improvement
NON LOW-INCOME	71.1%	2.5% decline	56.6%	1.9% decline
ENGLISH LEARNERS	10.0%	3.1% decline	8.9%	1.9% improvement
LTEL	2.7%	5.5% decline	5.4%	3.4% improvement
HISPANIC	42.0%	0.2% decline	27.2%	0.9% improvement
ASIAN	60.0%	12.2% decline	65.0%	3.9% improvement
WHITE	49.2%	2.3% decline	38.1%	8.2% decline
STUDENTS W/DISABILITIES	6.3%	1.3% improvement	4.2%	1.7% improvement

Table 2

MEETING OR EXCEEDING STANDARD:	Science	CHANGE FROM 2023
OVERALL	18.7%	1.6% decline
LOW-INCOME	16.6%	0.9% improvement
NON LOW-INCOME	34.1%	18.0% decline
ENGLISH LEARNERS	0%	no change
LTEL	0%	no change
HISPANIC	17.1%	0.4% decline
ASIAN	<11	improvement
WHITE	26.3%	20.1% decline

iReady 2025 Diagnostic 3	Reading: % on or Above Grade Level	Change from 2024	Math: % on or Above Grade Level	Change from 2024
Overall	37.9%	2.9% improvement	36.2%	3.6% improvement
Low-income	36.4%	3.4% improvement	34.5%	3.5% improvement
English Learners	22.3%	3.3% improvement	22.1%	7.1% improvement
LTEL	N/A	N/A	N/A	N/A
Hispanic	37.3%	5.8% improvement	34.6%	3.8% improvement
Asian	61.3%	11.3% improvement	58.1%	2.5% improvement
White	51.6%	4.1% decline	54.7%	11.8% improvement
Foster Youth	N/A	N/A	N/A	N/A
Homeless	22.2%	19.5% decline	36.8%	1.1% improvement
Students w/Disabilities	16.5%	10.4% improvement	18.8%	12.7% improvement

Table 4

EAP PERCENTAGE READY:	ELA	CHANGE FROM 2023	MATH	CHANGE FROM 2023
OVERALL	21.5%	7.3% decline	1.8%	0,6% improvement
LOW-INCOME	19.7%	5.1% decline	0.7%	0.7% improvement
NON LOW-INCOME	37.5%	23.6% decline	12.5%	1.4% improvement
ENGLISH LEARNERS	0%	no change	0%	no change
LTEL	0%	no change	0%	no change
HISPANIC	19.4%	7.8% decline	0.7%	0,7% improvement
ASIAN	<11	n/d	<11	n/d
WHITE	36.4%	n/d	18.2%	n/d
STUDENTS W/DISABILITIES	0%	no change	0%	no change

Table 5

GRADUATION RATES	2024	CHANGE FROM 2023
OVERALL	93.8%	2.9% decline
LOW-INCOME	93.5%	3.0% decline
NON LOW-INCOME	100%	No change
ENGLISH LEARNERS	85.5%	6.6% decline
LTEL	90.4%	0.2% decline
HISPANIC	94.4%	1.8% decline
ASIAN	<11	n/d
WHITE	81.8%	18.2% decline
FOSTER YOUTH	<11	n/d
HOMELESS	84.6%	n/d
STUDENTS W/DISABILITIES	62.5%	26.4% decline

Table 6

COLLEGE AND CAREER PREPAREDNESS	2024	CHANGE FROM 2023
OVERALL	49.4%	2.5% improvement
LOW-INCOME	47.3%	2.6% improvement
ENGLISH LEARNERS	32.3%	8.6% improvement
LTEL	36.5%	11.5% improvement
HISPANIC	49.4%	3.4% improvement
ASIAN	<11	improvement
WHITE	45.5%	4.5% decline
FOSTER YOUTH	<11	n/d
HOMELESS	23.1%	n/d

CHRONIC ABSENTEEISM RATES (K-8)	2024	CHANGE FROM 2023
OVERALL	12.2%	1.7% improvement
LOW-INCOME	13.2%	1.5% improvement
NON LOW-INCOME	5.8%	1.1% improvement
ENGLISH LEARNERS	9.7%	2.1% improvement
LTEL	14.8%	5.2% improvement
HISPANIC	11.6%	1.7% improvement
ASIAN	7.7%	6.6% improvement
WHITE	15.2%	1.1% improvement
FOSTER YOUTH	7.7%	45.2% improvement
HOMELESS	26.1%	n/d
STUDENTS W/DISABILITIES	22.3%	8.0% improvement

Table 9

SUSPENSION RATES	2024	CHANGE FROM 2023
OVERALL	4.3%	1% improvement
LOW-INCOME	4.7%	0.9% improvement
NON LOW-INCOME	0.6%	1.7% improvement
ENGLISH LEARNERS	4.7%	1.2% improvement
LTEL	7.5%	3.1% improvement
HISPANIC	4.2%	0.9% improvement
ASIAN	0%	2.2% improvement
WHITE	4.5%	2.3% improvement
FOSTER YOUTH	10.5%	1.8% increase
HOMELESS	9.1%	1.6% improvement
STUDENTS W/DISABILITIES	4.0%	2.3% increase

Table 10

Reflections: Technical Assistance

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

The District was identified for Differentiated Assistance for English Learners for the academic indicators in ELA and Math, and Suspension rates. The District has chosen to focus its Differentiated Assistance efforts on improving English Learners' progress in Math.

Districtwide, the Distance from Standard in Math for English Learners was 104.2 points below standard on the 2023 Dashboard, at the Red performance level. The District consulted with Fresno County Superintendent of Schools (FCSS) to use the improvement science model to address English Learner students' needs.

Beginning with the Leadership team of District and FCSS staff established for Differentiated Assistance, math data for English Learners has been examined. Additionally, the District participates in the English Learners Networked Improvement Community (ELNIC), collaborating with other districts to enhance our understanding of systems impacting English Learners. Through shared learning, we are engaging with expert, research-based content to drive continuous improvement and foster positive outcomes for English Learners. Through the ELNIC, the District team used Dashboard and local English Learner data to collaborate on a root cause analysis and identify a Problem of Practice, fostering a clear understanding of areas requiring improvement. The Team identified these root causes:
Lack of language structures and supports for teacher-student communication; lack of structures for collaboration time; lack of strategies for teaching content-specific academic vocabulary; lack of strategies for engaging students with content and making content accessible.

Examining the root causes, the Team discovered the following:

- Rewards: Students like what is currently in place (certificates and award ceremonies)
- Academic Language: Student perspective is that it is taught too fast, too many at once, not enough practice with the term(s); that CFU is geared towards specific students vs. all. The teacher perspective is that there is a lack of language skills in home language, leading to difficulties in understanding/connecting to English.
- Teacher Collaboration: Most felt there was enough time, would like some Spanish offerings to help them learn, more support w/translation
- Deconstructing Content Knowledge: Teachers don’t struggle in content ,but need help making content more engaging & accessible to students, including coaching on how to use the information you have for intentional planning.
- Generational Factor: Teachers teach the way they were taught, soemtimes resulting in a lack of pedagogy and methodology.
- Teachers Care: Students do feel their teachers care.
- Fear of Asking Questions: Do students know how to ask for help (Needed to follow up on "do you ask for help?")
- Other: There is a lack of accountability for adults.

There are things that the Team identified as still needing to know:

- Teachers: Is PLC/planning time being used effectively? Requesting guidance/structure (See Root Causes). What strategies do we use to actively engage students in academic vocabulary? Accessibility? (Open to training and support!)
- Students: Do you ask for help? If no, why not?

Though there has been a great deal of time on collaboration and pursuing findings, the Team is still in the process of developing the Theory of Improvement designed to guide research-based practices and improvement initiatives aimed at English Learners.

The Implementation Team, also of District and FCSS staff hold monthly meetings, using a cycle of inquiry process (Plan/Do/Study/Act) to determine the degree and effectiveness of implementation and to adjust, as necessary. Site principals attended the EL NIC so collectively we can understand the problem, put the theory of improvement into practice, and monitored progress.

The Differentiated Assistance is described in Action 1.12.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Parents/Families	Meetings on March 17, 2025, to collect input on LCAP development, with presentation of data and prior actions to support students' success. Surveys conducted on March 10 to March March 28, 2025. The following themes were identified from those responses: • 92.3% of all parents who responded agreed that they were "excited for the opportunities that the new multipurpose building at Caruthers Elementary School will offer for visual and performing arts presentations, family events, and tutoring and academic supports." • Many parents appreciate that their children feel safe and part of a close-knit community, with the majority praising the dedication, kindness, and support of teachers and staff. • Parents appreciate the use of ParentSquare and overall communication between staff and families. • The ability for teachers to give individual attention is valued, and many appreciate the school counselors and individualized student support from school counselors. • Programs & Extracurriculars: Parents are happy with the English literacy classes, band, and holiday events. • A common concern among parents is the quality, availability, and variety of food options. Parents suggest healthier and better-tasting choices.

Educational Partner(s)	Process for Engagement
	• Some parents express concerns regarding bullying and vaping. • Suggestions include ensuring adequate adult supervision in common areas.
Teachers	Meetings on March 17, 2025, to collect input on LCAP development, with presentation of data and prior actions to support students' success. Surveys conducted on March 10 to March 21, 2025. From those who responded, 98% agreed that "Caruthers USD values its certificated staff members". Over 97% agreed that they were "excited for the opportunities that the new multipurpose building at Caruthers Elementary School will offer for visual and performing arts presentations, family events, and tutoring and academic supports." Additional themes that were identified from those responses were: • Staff and administration are highly supportive, creating a caring and collaborative environment for both students and teachers. • Teachers and administrators work well together, ensuring students receive the best educational experience. • The schools foster strong relationships among students, teachers, and parents, making them close-knit and family-oriented environments. • Teachers and staff genuinely care about student success, fostering a positive and safe school culture. • Parents and staff appreciate the smaller class sizes, 1-to-1 computer access, instructional aides, and enrichment programs like PE and music. • Teachers' suggestions included better upkeep of staff restrooms and portables. • Concerns were expressed about independent study policies and their impact on attendance data.
Support Staff and Other School Personnel	Meetings on March 17, 2025, to collect input on LCAP development, with presentation of data and prior actions to support students'

Educational Partner(s)	Process for Engagement
	success. Surveys conducted on March 10 to March 21, 2025. From those who responded, 86.2% agreed that "Caruthers USD values its classified staff members". The same percent agreed that "I have received appropriate professional development training for my current position with Caruthers Unified School District." Over 93% agreed that they were "excited for the opportunities that the new multipurpose building at Caruthers Elementary School will offer for visual and performing arts presentations, family events, and tutoring and academic supports." Other themes included: • Students and staff feel at home, supported, and safe within close-knit school communities. • The administration and staff work hard to create opportunities for students beyond traditional academics, such as extracurricular activities, enrichment programs, and counseling services, and the schools acknowledges student success in attendance, academics, sports, arts, and other areas. • Staff collaboration is highly beneficial, and schools foster a culture where students and families feel heard and valued. Areas for Improvement: • Suggestions for modernization, including maintenance improvements. • Increased parental engagement in classrooms and workshops would support student learning at home.
Students	Meetings on 11/21/24, 2/7/25, 3/7/25 were held with student groups at Caruthers High, Caruthers Elementary, and Monroe Elementary to collect input on LCAP development, with presentation of data and prior actions to support students' success. The Student Advisory Council (SAC) met on 11/20/24 and on 4/30/25. A completed draft LCAP was presented to for review before presentation to the Board. During LCAP draft review meetings with

Educational Partner(s)	Process for Engagement
	the SAC, no questions were submitted that required a written response from the Superintendent. Surveys were conducted on March 10 to March 21, 2025. The main themes identified from over 500 responses from the three District schools were: • The most repeated response from students regarding the best thing about school is spending time with friends enjoying break time, especially when socializing. • Opportunities to engage in P.E., football, volleyball, and other sports are popular. JDA, band, and field trips are seen as valuable experiences. • Many students mentioned that they value teachers who are helpful and kind. • Several responses highlight feeling safe and supported. • Several responses suggested that the food served at schools could be improved. • Bathrooms are often described as needing upgrading. • Also expressed by some is the perception that dress codes are unfair or inconsistent, especially regarding slides and hairstyles. • Students suggest starting school later or changing class sequences. • Suggestions for better athletic equipment, updated buildings, improved AC, and more engaging hallways. Eighty percent of students who responded, representing all schools, agreed that the are "excited for the opportunities that the new multipurpose building at Caruthers Elementary School will offer for visual and performing arts presentations, family events, and tutoring and academic supports." Over 87% agreed that "The teachers or adults at my school care about me" and 83% that they are happy to be at their school. Ninety percent responded that they plan on attending college or some other school (trade school, technical school) after high school.

Educational Partner(s)	Process for Engagement
Principals and Administrators	Meetings were ongoing throughout the year to review data and collect input for LCAP development.
Certificated and Classified Bargaining Units	Meetings on March 14, 2025, to collect input on LCAP development, with presentation of data and prior actions to support students' success.
Parent Advisory Committee (PAC)	A completed draft LCAP was presented to the Parent Advisory Committee (PAC) for review on May 20, 2025, before presentation to the Board. During LCAP draft review meetings with the PAC, no questions were submitted that required a written response from the Superintendent.
District English Learner Advisory Committee (DELAC)	A completed draft LCAP was presented to the District English Learner Advisory Committee (DELAC) for review on May 20, 2025, before presentation to the Board. During LCAP draft review meetings with the DELAC, no questions were submitted that required a written response from the Superintendent.
SELPA Consultation	The District consulted with the SELPA through attendance at its monthly Operations Committee meetings and individual consultation with staff. Student records for the students receiving services from FCSS were reviewed to ensure information was up-to-date and parents were receiving appropriate notification regarding their child's services. Based on input from SELPA staff and discussions with committee members, the District's Student Services team ensured that actions in the LCAP for persons with exceptional needs were aligned with the strategies in the Local Plan for students with disabilities. The support needs for students with disabilities will be part of planning for this plan.
Community Educational Partners	Input Meeting, March 17, 2025, with presentation of data and prior actions to support students' success. The Public Comment period ran from May 21-June 6, 2025. A draft of the LCAP was made available to Educational Partners by request at the sites and on the school website. Comments could be provided to school site administrators for consideration.
Caruthers USD Governing Board	A Mid Year report of progress on the 2024-25 LCAP was presented to the Board at its meeting on February 24, 2025. The presentation included the most recent data for LCAP metrics and the status of

Educational Partner(s)	Process for Engagement
	actions to support students' success. The presentation was also used to collect input on LCAP development. The public hearing or the plan was held on May 20, 2025. The LCAP that was submitted for Caruthers USD Governing Board approval was posted on the District's website and a link included in the Board agenda, posted 72 hours prior to the meeting. The LCAP Plan was approved at the Board meeting of June 23,2025. Additionally, the Board adopted the District Budget at this same meeting, after the LCAP was adopted. The Local Indicator Report was also presented.
MARC High Equity Multiplier School Consultation	Meetings were held 2/17/25 with the SSC, the Principal, and the staff for MARC High in the revision of the required focus goal, the addition of the suspension rate metric, and the addition of action 4.3 for the school. All SSC meetings are advertised and open to the public, who are invited to attend.

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

Certificated and Parent Educational partners cited school leadership (e.g., "The administration is open to feedback, ideas, and suggestions") as a positive for the District, confirming the positive impact and need to continue Action 1.5.

Parent, Student, and Staff Educational Partners lauded the climate and culture at the school sites, confirming the positive impact and need to continue the actions in Goal 2. Comments included "The culture of the campus is a strength", "I enjoy the feeling of community and sense of belonging here", "Best things inclusion of all students, sports teams, clubs...for many different interests". Survey responses in 2025 confirmed those impacts on our students and families. Student respondents, over 80% of whom are low-income (LI) and over 20% are designated as English Learner students, highlighted "feeling safe and supported" at their schools. Out of 580 responses. 87% of students agreed that they felt safe at school, and 84% felt connected.

Support staff and Spanish-Speaking Parent Educational Partners cited a need to ensure that all English Learner students are receiving appropriate English Language development, supporting the addition of the OPTEL to Action 1.9 as a formative assessment tool to support student progress toward English proficiency.

Staff Educational Partners suggested that creating an elementary sports league to provide students with structured, engaging activities and to support positive interactions between students could be effective in lowering suspension rates by keeping students active and engaged. This suggestion has been added to Action 2.3. Teacher Educational Partners' surveys indicate that Next-Generation Science Standards and History/Social Studies are the areas in which teachers feel more training and support are needed. (This need is addressed in Action 1.2.)

Parent Educational Partners lauded the expansion of the outdoor recreational areas and the increased opportunities for their children to participate in outdoor activities after school and on weekends. Elementary school families strongly urge the District to provide indoor spaces for increased opportunities for their children to participate in recreational activities, theatrical productions, art shows, etc. They also noted that increased indoor spaces would allow parents increased opportunities to participate in school assemblies and events, which is currently difficult because of the limited space to fit in all families. They suggested this as a refocus of Action 2.5. Spring, 2025, survey results representing families, students, and staff from throughout the District showed that 92% of parents, 97% of teachers, 93% of support staff, and 80% of students support the implementation of this action and are "excited for the opportunities that the new multipurpose building at Caruthers Elementary School will offer for visual and performing arts presentations, family events, and tutoring and academic supports." Of the parents responding, 50% identified their children as receiving FRPM and 16% as English Learners, percentages we know are on the low side, as several indicated that they did not know if their children were participants. These data from parents show strong, District wide support from Low-Income and English Learner families for the benefits of to providing indoor spaces for increased opportunities for their children.

Meetings with the SSC, the Principal, and the staff for MARC High to develop the required focus goal and actions for the school were productive. All Educational Partners agreed that the focus on CTE would be in the best interest of MARC High students, and that the focus on project-based learning activities aligned with CTE pathways would reinforce and deepen students' understanding of the many opportunities available for post-secondary careers, and result in increased percentages meeting the College and Career readiness criteria.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Promote academic achievement for all students, including low-income, English learners, and foster youth students.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

As described in the "Reflections" section, Distance from Standard results for English Language Arts (ELA) show declines by all student groups, with the exception of English Learners (EL) and Students with Disabilities (SWD). The increases for the EL student group suggest that our efforts to provide increased academic supports are having a positive impact. Inequalities persist in the achievement of Low-Income (LI) students, ELs, and Long-Term English Learners (LTEL) when compared to the Overall student achievement. The inequality between EL and Overall results was diminished from the prior year. Low-Income students also closed the gap with Overall results in ELA, but not in the fashion we would have liked to see.

Results in math were positive for most groups, except White and Asian students. Overall results improved, with LI students and ELs both closing gaps in results in comparison to those Overall. English Learners, including LTEL, achieved significant increases in Math performance. As with ELA, inequalities persist in the achievement of Low-Income (LI) students, ELs, and Long-Term English Learners (LTEL) when compared to the Overall student achievement. The inequality between EL students and Low-Income students, compared with Overall results was also diminished from the prior year.

The District's increased efforts to support EL students resulted in improvements at all levels and in both ELA and math. Districtwide and at each school, EL students increased performance in ELA, with +17.6 points at Caruthers High, +4.3 points at Caruthers Elementary, and +3.5 points at Monroe Elementary. In math, EL students improved by 32.7 points at CHS, by 5.5 points at CES, and by 5.6 points at MES.

Caruthers High math scores reflected their efforts to increase math supports. In addition to the math results cited above, Overall results improved by 18.9 points, Low-Income students gained 20.3 points, and Students with Disabilities increased their groups performance by 62.3 points.

The percentages of students "Meeting or Exceeding Standard" in ELA showed similar results to those for the "Distance from Standard". Low-Income students were keeping pace with Overall result in ELA, but barely closed ground. Unlike "Distance from Standard" results, English Learners experienced a decline in ELA performance compared to the prior year. In math, results for "Meeting or Exceeding Standard" were also similar to the "Distance from Standard". Groups' performance improved, and the inequality between EL students and Low-Income students, compared with Overall results was also diminished from the prior year.

Inequalities in percentages of students "Meeting or Exceeding Standard" are apparent between LI students and non-LI students in both ELA

and math, evidence that compounds the difference between Low-Income and Overall percentages. The gaps between results for EL and LTEL and those Overall highlight the continued need to provide additional supports for those student groups that have demonstrated positive results in math and, we expect to see in ELA as well.
English Language Proficiency Assessment for California (ELPAC) Summative results reported on the Dashboard show that 53.0% of our English Learners are making a year or more growth in acquiring English language skills, maintaining close to the 53.6% from the prior year. Long-Term English Learner results were 65.3% making a year or more growth, an increase of 7.3% and in the Blue performance level.
The reclassification rate was in double digits for the third year in a row, increasing from 14.4% to 18.4%.
Though the numbers are too small to allow them to be reported, we know from experience that our Foster Youth also experience these academic inequalities. Goal 1 is designed to lessen and mitigate those inequalities.
The above data suggests that the actions under Goal 1 have been generally effective in improving academic outcomes for Low-Income and English Learner students, and should be continued. The District recognizes the need to take further steps to better address the needs of our English Learners, many of whom are also Low-Income, and the data from state assessments shows that those actions are bearing fruit. As a result, we will continue an additional ELD class at CHS to lower class size and provide greater individual attention will continue as part of Action 1.9 to address the needs of English Learners at the high school. Administrators will continue to collaborate with ELD teachers and ELD leadership teams to improve and accelerate language acquisition as they continue implementation of the District's English Learner Master Plan aligned with the state's EL Roadmap. We believe that the gains in the percentage of LTEL making progress in the ELPI, and the continuing double-digit reclassification rate demonstrates that we are on the right track.

2024 SBAC Assessments,Science; Percentages of Students Meeting or Exceeding Standard:
The Overall percentage of students "Meeting or Exceeding Standard" showed a slight decline from the prior year, and there were declines in the percentages for all student groups, with the exception of LI students, who showed slight improvement, and closed the gap with Overall results. Educational partners have suggested that one reason for inequalities in results for EI and LTEL students and Overall results may be a lack of academic vocabulary in the sciences, and the need to expose EL and LTEL students to that vocabulary and experiences associated with it.

District teachers assessed the implementation of state standards at 3.5 points out of 5, equivalent to beyond initial implementation and not yet reaching high implementation. Surveys indicate that Next-Generation Science Standards and History/Social Studies are the areas in which teachers feel more training and support are needed.

The basic purpose of education is to promote literacy and numeracy for all students, and the actions described under this goal are all designed to achieve that purpose. The metrics associated with this goal provide the necessary data to monitor and evaluate the effectiveness of those actions. A more systematic approach is needed in analyzing data to assess the effectiveness of various supplemental programs utilizing the data systems and analyzing data from supplemental materials.

Educational decisions will be student-centered and informed by excellent data collection, analysis, and appropriate input from our educational partners.

The following actions were required to be included in the 2024-2027 LCAP based on results from the 2023 California School Dashboard. Though results may have changed in the 2024 Dashboard in these areas or for the included student groups, the actions must be maintained through the 2026-2027 update.

- Action 1.12: Districtwide and at Caruthers High, the assigned performance level for English Learners in Math was Red (Very Low). As a result, this action was included in the LCAP to address this need. English Learners improved by 16.6 points in math Districtwide. At CHS, English Learners improved by 32.7 points in math.
- Action 1.13: Districtwide, Students with Disabilities were assigned a Red level in Math, and an additional specific action was included in the LCAP to address this need. Students with Disabilities improved by 23.6 points in math Districtwide.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	California School Dashboard: ELA Distance from Standard	All Students -- 16.8 points below Students w/Disabilities -- 119.9points below English Learners -- 63.0 points below Hispanic -- 21.9 points below Low Income -- 26.7 points below White -- 13.7 points above Asian -- 55.6 points above [2023 California School Dashboard]	All Students -- 21.2 points below Students w/ Disabilities -- 112.7 points below English Learners -- 57.7 points below LTEL -- 91.2 points below Hispanic -- 25.0 points below Low Income -- 27.8 points below White -- 0.7 points below Asian -- 28.2 points above [2024 California School Dashboard]		All Students -- 4 points above Students w/Disabilities -- 80 points below English Learners -- 30 points below LTEL -- 45 points below Hispanic -- 4 points above Low Income -- 5 points below White -- 25 points above Asian -- 55 points above [2026 California School Dashboard]	All Students -- 4.3 points decline Students w/ Disabilities -- 7.2 points improvement English Learners -- 5.2 points improvement LTEL -- 3.8 points decline Hispanic -- 3.1 points decline Low-Income -- 1.1 points decline White -- 14.4 points decline Asian -- 27.5 points
1.2	California School Dashboard: Math Distance from Standard	All Students -- 63.4 points below Students w/Disabilities -- 175.2	All Students -- 60.3 points below Students w/ Disabilities -- 151.6		All Students -- 33 points below	All Students -- 3.1 points improvement Students w/

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		points below English Learners -- 104.2 points below Hispanic -- 71.2 points below Low Income -- 73.4 points below White -- 12.2 points below Asian -- 17.4 points above CHS English Learners -- 181.1 points below [2023 California School Dashboard]	points below English Learners -- 87.6 points below LTEL -- 147.7 points below Hispanic -- 65.7 points below Low Income -- 68.6 points below White -- 37.1 points below Asian -- 9.1 points above CHS English Learners -- 148.4 points below [2024 California School Dashboard]		Students w/Disabilities -- 135 points below English Learners -- 64 points below LTEL -- 107 points below Hispanic -- 33 points below Low Income -- 38 points below White -- 5 points above Asian -- 25 points above CHS English Learners -- 140 points below [2026 California School Dashboard]	Disabilities -- 23.6 points improvement English Learners -- 16.6 points improvement LTEL -- 8.0 points improvement Hispanic -- 5.5 points improvement Low-Income -- 4.9 points improvement White -- 25.0 points decline Asian -- 8.3 points decline CHS English Learners -- 32.7 points improvement
1.3	Teachers Appropriately Credentialed and Assigned (California now requires the most recent data from the DataQuest (CALSASS) be reported)	74.5% of teachers appropriately credentialed and assigned. [2022-23 DataQuest]	To be updated when the 2023-24 data are posted by the CDE.		100% of teachers appropriately credentialed and assigned. [2024-25 DataQuest]	To be updated

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.4	California School Dashboard: Rate of English Learner Students Making Progress toward English Proficiency	53.6% [2023 California School Dashboard]	English Learners -- 53.0% LTEL -- 65.3% [2024 California School Dashboard]		65% [2026 California School Dashboard]	English Learners -- 0.6% decline LTEL -- 7.3% improvement
1.5	Reclassification Rate of English Learners to Re-designated Fluent English Proficient (RFEP)	14.4% [2022-23 CALPADS Reports 2.16 and 8.1]	18.4% [2023-24 CALPADS Reports 2.16 and 8.1]		14% [2025-26 CALPADS Reports 2.16 and 8.1]	4% increase
1.6	Access to Standards-Aligned Materials: Reported to the CUSD Governing Board	MET -- Results reported 100% of students had access to standards aligned curriculum materials. [June, 2024, Report to Board]	MET -- Results reported 100% of students had access to standards aligned curriculum materials. [June, 2025, Report to Board]		MET -- Results reported 100% of students will have access to standards aligned curriculum materials. [June, 2027, Report to Board]	No change
1.7	Implementation of Standards for All Students and Enabling English Learners to Access CCSS and ELD Standards: Results of the State's Self- Reflection Tool	MET -- Results reported The state's self-reflection tool reflected an average rating of 3.6 (on a scale of 1= exploration to 5 = sustainability) on the State's Self-Reflection Tool for implementation	MET -- Results reported The state's self-reflection tool reflected an average rating of 3.5 (on a scale of 1= exploration to 5 = sustainability) on		MET -- Results reported The state's self-reflection tool reflected an average rating of 4.5 (on a scale of 1= exploration to 5 = sustainability) on	0.1 point decline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Reported to the CUSD Governing Board	of state standards in district classrooms and English Learner access to core curriculum and ELD standards. [June, 2024, Report to Board]	the State's Self-Reflection Tool for implementation of state standards in district classrooms and English Learner access to core curriculum and ELD standards. [June, 2025, Report to Board]		the State's Self-Reflection Tool for implementation of state standards in district classrooms and English Learner access to core curriculum and ELD standards. [June, 2027, Report to Board]	
1.8	Access to a Broad Course of Study	MET -- Results reported The District's measures in response to the State's self-reflection tool to report students' access to a broad course of study, including unduplicated pupils and students with exceptional needs. All students had access to a broad course of study. [June, 2024, Report to Board]	MET -- Results reported The District's measures in response to the State's self-reflection tool to report students' access to a broad course of study, including unduplicated pupils and students with exceptional needs. All students had access to a broad course of study. [June, 2025, Report to Board]		MET -- Results reported The District's measures in response to the State's self-reflection tool to report students' access to a broad course of study, including unduplicated pupils and students with exceptional needs. All students will have access to a broad course of study.	No change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					[June, 2027, Report to Board]	
1.9	iReady Reading	Percentage "On or Above Grade Level": Overall L.I. E.L. All -- 35% 33% 19% K -- 63% 64% 44% 1 -- 44% 45% 31% 2 -- 42% 42% 28% 3 -- 35% 35% 26% 4 -- 35% 34% 9% 5 -- 31% 31% 0% 6 -- 25% 21% 9% 7 -- 20% 19% 0% 8 -- 31% 26% 8% 9-12 results not reported. [2024 iReady Diagnostic 3]	Percentage "On or Above Grade Level": Overall L.I. E.L. All -- 38% 36% 22% K -- 65% 64% 59% 1 -- 38% 35%. 31% 2 -- 34% 32%. 13% 3 -- 47% 48%. 35% 4 -- 29% 27%. 11% 5 -- 25% 26% 7% 6 -- 35% 34% 5% 7 -- 30% 28% 6% 8 -- 43% 42%. 24% [2025 iReady Diagnostic 3] The data will be updated when the assessments are completed at the end of May, 2025.		Percentage "On or Above Grade Level": Overall L.I. E.L. All -- 50% 50%. 40% K -- 70% 70%. 60% 1 -- 60% 60% 52% 2 -- 60% 60% 53% 3 -- 50% 50% 46% 4 -- 50% 50% 38% 5 -- 48% 48% 30% 6 -- 45% 45% 38% 7 -- 42% 42% 30% 8 -- 48% 48% 38% [2027 iReady Diagnostic 3]	Overall L.I. E.L. All -- +3% +3% +3% K -- +2% n/c +14% 1 -- -6% -10% n/c 2 -- -8% -10% -15% 3 -- +12%. +13% +9% 4 -- -6% -7% +2% 5 -- -6% -5% +7% 6 -- +10% +13% -4% 7 -- +10% +9% +6% 8 -- +12% +16% +16%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.10	iReady Math	Percentage "On or Above Grade Level": Overall L.I. E.L. All -- 33% 31% 15% K -- 47% 45% 32% 1 -- 30% 26% 10% 2 -- 33% 33% 25% 3 -- 26% 25% 23% 4 -- 55% 53% 13% 5 -- 45% 45% 7% 6 -- 44% 41% 12% 7 -- 28% 28% 4% 8 -- 31% 28% 12% 9 -- 24% 21% 5% 10 -- 13% 14% 13% 11-12 results not reported. [2024 iReady Diagnostic 3]	Percentage "On or Above Grade Level": Overall L.I. E.L. All -- 36% 35% 22% K -- 52% 49% 41% 1 -- 29% 24% 17% 2 -- 30% 30% 9% 3 -- 31% 30% 15% 4 -- 45% 44% 39% 5 -- 42% 40% 29% 6 -- 35% 32% 3% 7 -- 24% 22% 2% 8 -- 41% 41% 44% [2025 iReady Diagnostic 3] The data will be updated when the assessments are completed at the end of May, 2025.		Percentage "On or Above Grade Level": Overall L.I. E.L. All -- 50% 50% 41% K -- 70% 70% 60% 1 -- 48% 48% 38% 2 -- 50% 50% 46% 3 -- 45% 45% 45% 4 -- 70% 70% 50% 5 -- 60% 60% 41% 6 -- 60% 60% 44% 7 -- 48% 48% 36% 8 -- 50% 50% 41% 9 -- 45% 45% 37% 10 -- 30% 30% 30% [2027 iReady Diagnostic 3]	Overall L.I. E.L. All -- +3% +4% +7% K -- +5% +4% +9% 1 -- -1% -2% +7% 2 -- -3% -3% -16% 3 -- +5% +5% -8% 4 -- -10% -9% +26% 5 -- -3% -5% +22% 6 -- -9% -9% -9% 7 -- -4% -6% -2% 8 -- +10% +13% +32%
1.11	California Science Test:	All Students -- 20.3% Low Income -- 15.7%	All Students -- 18.7%		All Students -- 35%	All Students -- 1.6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Percentage of Students Meeting or Exceeding Standard	Non Low-Income -- 52.1% English Learners -- 0% Long Term English Learners (LTEL) -- 0% Students w/Disabilities -- 0% Hispanic -- 17.5% White -- 46.4% Asian -- 45.5% Homeless -- n/d Foster Youth -- n/d [2023 CAASPP Data]	Low Income -- 16.6% Non Low-Income -- 34.1% English Learners -- 0% LTEL -- 0% Students w/ Disabilities -- 0% Hispanic -- 17.1% White -- 26.3% Asian -- <11 Homeless -- n/d Foster Youth -- <11 [2024 CAASPP Data]		Low Income -- 33% Non Low-Income -- 60% English Learners -- 25% LTEL -- 25% Students w/Disabilities -- 25% Hispanic -- 35% White -- 60% Asian -- 60% Homeless -- 25% Foster Youth -- 25% [2026 CAASPP Data]	decline Low Income -- 0.9% improvement Non Low Income -- 18.0% decline English Learner -- no change LTEL -- no change Hispanic -- 0.4% decline Asian -- n/d White -- 20.1% decline Students w/ Disabilities -- no change Homeless -- n/d Foster Youth -- n/d
1.12	SBAC ELA: Percentage of Students Meeting or Exceeding Standard	All Students -- 43.7% Low Income -- 39.6% Non Low-Income -- 73.6% English Learners -- 13.1% Long Term English Learners (LTEL) -- 8.2% Students w/Disabilities -- 5.0% Hispanic -- 42.2% White -- 51.5% Asian -- 72.2% Homeless -- n/d Foster Youth -- n/d	All Students -- 43.3% Low Income -- 39.8% Non Low-Income -- 71.1% English Learners -- 10.0% LTEL -- 2.7% Students w/ Disabilities -- 6.3% Hispanic -- 42.0% White -- 49.2% Asian -- 60.0% Homeless -- <11		All Students -- 50% Low Income -- 50% Non Low-Income -- 75% English Learners -- 25% LTEL -- 25% Students w/Disabilities -- 20% Hispanic -- 50% White -- 55% Asian -- 75% Homeless -- 50%	All Students -- 0.4% decline Low Income -- 0.2% improvement Non Low Income -- 2.5% decline English Learners -- 3.1% decline LTEL -- 5.5% decline Hispanic -- 0.2% decline Asian 12.2% decline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		[2023 CAASPP Data]	Foster Youth -- <11 [2024 CAASPP Data]		Foster Youth -- 50% [2026 CAASPP Data]	White -- 2.3% decline Students w/ Disabilities -- 1.3% improvement
1.13	SBAC Math: Percentage of Students Meeting or Exceeding Standard	All Students -- 29.1% Low Income -- 24.0% Non Low-Income -- 58.5% English Learners -- 7.0% Long Term English Learners (LTEL) -- 2.0% Students w/Disabilities -- 2.5% Hispanic -- 26.3% White -- 46.3% Asian -- 61.1% Homeless -- n/d Foster Youth -- n/d [2023 CAASPP Data]	All Students -- 29.5% Low Income -- 26.2% Non Low-Income -- 56.6% English Learners -- 8.9% LTEL -- 5.4% Students w/ Disabilities -- 4.2% Hispanic -- 27.2% White -- 38.1% Asian -- 65.0% Homeless -- n/d Foster Youth -- n/d [2024 CAASPP Data]		All Students -- 40% Low Income -- 40% Non Low-Income -- 60% English Learners -- 20% LTEL -- 20% Students w/Disabilities -- 15% Hispanic -- 40% White -- 50% Asian -- 65% Homeless -- 40% Foster Youth -- 40% [2026 CAASPP Data]	All Students -- 0.4% improvement Low Income -- 1.2% improvement Non Low Income -- 1.9% decline English Learners -- 1.9% improvement LTEL -- 3.4% improvement Hispanic -- 0.9% improvement Asian -- 3.9% improvement White -- 8.2% decline Students w/ Disabilities -- 1.7% improvement Homeless -- n/d Foster Youth -- n/d

Goal Analysis [2024-25]

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.

Action 1.1 -- The reported percentage of the District's teachers appropriately credentialed and assigned is impacted by the state's recent rules for reporting. Because there were no vacancies and every student was provided appropriate instruction, we consider implementation of this action to be successful.

Action 1.2 was successfully implemented this year, with more staff participating in professional learning opportunities with the addition of Monroe Elementary staff. District teachers participated in Kagan Structures training to support positive and engaging classroom procedures, followed by additional coaching. School administrators have observed increased implementation of those structures in most classrooms throughout the District. All new CES, MES, and CHS teachers collaborated in two days of ELD Bootcamp. Other professional development activities included CES K-5 and MES K-8, Harcourt-Mifflin trainings; CES Saxon Phonic for K-3; CES Guided Reading for K-4 and MES Guided Reading for K-3, and CES Study Sync ELA for 6-8; science training for CES 6-8 grades teachers; four days of math training, K- 8; and ELPAC training for all K-8 teachers. At the high school level, FCSS consultants continued to provide training and support for the English department, the Math department, and Social Sciences training. All schools also participated in DBQ training to supplement essay writing instruction through an online program. The Readership grant provided training on more effective ways to promote recreational reading at school and at home.

The Illuminate program was widely used, benchmark, IAB, and other local assessments were administered, and the data collected from interim assessments was discussed by teachers and used to make instructional decisions. While generally implemented as planned, the District did make a greater-than-expected investment in the Renaissance Learning program for benchmark reading assessments in order to ensure that the materials and data were readily available to track students' progress. All staff participated in PARSEC training on accessing and evaluating state and iReady data. As part of their work with the FCSS consultants, CHS English teachers reviewed and discussed data and best practices for using it to inform instruction. K-2 teachers supplemented their assessments and data collection with ESGI. Interim assessments for English Learners were used to measure progress in English language acquisition prior to taking the ELPAC. Data teams use the information they collect to tie to the effectiveness of Kagan structures implemented at school. The Assessment Specialist was added and was instrumental in providing timely assessment information, data, and support to the staffs at both schools.

Action 1.4 was successfully implemented. Supplemental materials are reviewed by the teacher(s) and Principal prior to re-ordering. Shortages and shipping challenges continued, but to a lesser degree than in the past. Among our successes in implementation were the continued use of iReady diagnostics, which were successfully used to provide data and support at all school levels; the CES Reading Lab provided support to 100+ students. Another supplemental program, Data-based Query was used to prompt writing in subject areas. Guided Reading materials that are supplemental to the core reading program were used in CES K-4 classrooms and MES K-3. Teachers at CES also used Accelerated Reader, Brain Pop, Scholastic News, and Learning A-Z to supplement the core curriculum. Imagine Learning was used as a supplement to better address the needs of English Learners. At the high school, many of the same materials are used, adjusted for older students. In addition, teachers of English Learners in ELD classes used Running Records and Guided Reading materials to support instruction. Additional supplementary programs are used at the high school tailored to the subject matter, including AMSCHOLAR (U.S. History), NewsELA, and ICEV, (Business). The Opportunities Class teacher successfully conducted classes that addressed learning loss on

a more individual basis. When a Low-Income student, English Learner, or Foster Youth student was identified for participation in the opportunities class, their academic progress was assessed for areas in which they might be behind or struggling. Based on those need assessments, the students were then provided small group and/or individual reteaching and support to accelerate their learning and clear those barriers. When the student returned to his or her class, the learning loss areas had been specifically addressed. Individual data were not collected on students participating in the Opportunities Class.
In addition to what was planned for action implementation, instructional aides to support small groups were increased.

Action 1.5 was successful, as we continue to build the capacity of staff members to assume leadership roles; at all schools, the staffs are taking ownership for desired outcomes and results. Weekly meetings support alignment of practices with goals and actions. Site leaders are taking on expanded roles at the District level that will further benefit our Low-Income students, English Learners, and Foster Youth. The guidance and support of the school leadership teams contributed to successful implementation of the state standards in all classrooms. Teacher leaders serve as mentors so every new teacher has support. Leadership Teams at all schools meet regularly to coordinate assessment and monitoring activities, collecting information from their peers to support decision-making. The teams also coordinate Instructional Rounds observations and facilitate debriefing.

The District actively and successfully collaborated with preschool to support the successful transition of those pupils to elementary school, including working with their parents and families, in implementing Action 1.6. However, the action was not implemented as planned, as the District Increased time for instructional aides to work with the unexpected increased number of Preschool and TK students who required toileting support.

Action 1.7 was implemented successfully. CHS students with IEPs continued to have both an assigned support block and small group instruction. Due to the Response to Intervention (RtI) efforts, CES students continue to have increased time for academic support. Nursing and speech services were successfully provided so that each student with an IEP that required those would have their needs met.

The District contracts with the Fresno County Superintendent of Schools (FCSS) to implement a substantial part of the after school expanded learning program that is part of Action 1.8, and this action was successfully implemented. Student participation was higher than in the past. As a result, we were challenged for space to conduct many of the activities, before and after school, particularly those that require large spaces. The District expended funds to be able to provide those needed spaces to successfully conduct the extended learning program.

Action 1.9 was generally implemented as planned. There were small decreases in the amount of paraprofessional time for our English Learner students due to increased needs of students inn Action 1.6. The District continued successful implementation of an ELD section at CHS to lower class size and provide extra individual attention to our English Learners. Imagine Learning remained in use as a supplemental ELD material for after school program at CES. All teachers participated in planned ELD professional development and CES teacher engaged in common planning for designated ELD.

Action 1.10 was successfully implemented as planned. In order to improve student outcomes, the District continues to keep class sizes reduced in grades 4-12 below the traditional 36:1 student: teacher ratio for those grade levels.

All of our students were provided access to a broad course of study, confirming that implementation of Action 1.11 was successful.

Action 1.12: Districtwide and at Caruthers High, the assigned performance level for English Learners in Math was Red (Very Low). As a result, this action was included in the LCAP to address this need and was implemented as planned.

- Action 1.13: Districtwide, Students with Disabilities were assigned a Red level in Math, and an additional specific action was included in the LCAP to address this need and was implemented as planned.

Action 1.14 was successfully implemented as planned. Teachers and site administrators who participated in the ELNIC shared learning that supported the efforts of their peers in identifying the unique needs of LTEL, providing professional learning activities to differentiate instruction and supports for them. With the support of the data analysis, per collaboration, and professional development, classroom teachers provided targeted instructional support based on those needs regularly monitoring progress.

Action 1.15 was successfully implemented and the District provided salaries to hire and retain effective teachers.

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

Action 1.2: This action was under budgeted. Additional staff participated with Monroe Elementary now part of CUSD. Much of the additional expense was financed through Title I/Educator Effectiveness/Learning Recovery Emergency Block Grant funds.

Action 1.3: This action was under budgeted. The District purchased additional Renaissance Learning software to ensure benchmark reading materials and data from that program were readily available.

Action 1.4: This action was under budgeted. Supplemental instructional aides were an increased expenditure under this action.

Action 1.5: This action was under budgeted. The contract for leadership training for certificated Administrators was more expensive than budgeted.

Action 1.6: This action was under budgeted. Increases in the number of Preschool and TK students who required toileting support resulted in increased time for instructional aides to work with those students.

Action 1.7: This action was under budgeted. The cost of placing a student in an NPS program was higher than anticipated.

Action 1.9: This action was over budgeted. Some instructional aide time allotted to this action was to used, instead, to support the needs of students in Action 1.6.

Action 1.11: This action was under budgeted. increased costs for liability insurance, professional services, and hot spots were greater than anticipated.

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

Action 1.1 -- Because every student was in a class taught by a credentialed teacher, there were no vacancies, and every student was provided appropriate instruction, we deemed this action to to be effective.

Action 1.2 -- Based on the metrics used to measure the effectiveness of those action, it has not been as effective as planned. "Distance from Standard" (DFS) results for English Language Arts (ELA) show declines for Low-Income students, and improvements for English Learners. The inequality between EL and Overall results was diminished from the prior year. Low-Income students also closed the gap with Overall results in ELA, but not in the fashion we would have liked to see. Inequalities persist in the achievement of Low-Income (LI) students, ELs, and Long-Term English Learners (LTEL) when compared to the Overall student achievement. Results in math were positive for Low-Income students and English Learners. Overall results improved, with LI students and ELs both closing gaps in results in comparison to those Overall. English Learners, including LTEL, achieved significant increases in Math performance. As with ELA, inequalities persist in the achievement of Low-Income (LI) students, ELs, and Long-Term English Learners (LTEL) when compared to the Overall student achievement. The inequality between EL students and Low-Income students, compared with Overall results was also diminished from the prior year. The percentages of students "Meeting or Exceeding Standard" in ELA showed similar results to those for the DFS. Low-Income students kept pace with Overall result in ELA, but barely closed ground. Unlike DFS results, English Learners experienced a decline in ELA performance compared to the prior year. "Distance from Standard" results includes the scores of all students who took the assessment, while "Meeting or Exceeding Standard" only includes those who scored at standard or above. Comparing the two measures, it appears that EL students who have struggled more in the past to be successful are improving more quickly, and so scoring closer to standard, while the percentages in the higher ranges have slightly slipped back. In math, results for "Meeting or Exceeding Standard" were also similar to the DFS. Low-Income students' and English Learners' performance improved. The inequality between EL students and Low-Income students, compared with Overall results was also diminished from the prior year.
English Language Proficiency Assessment for California (ELPAC) Summative results reported on the Dashboard show that 53.0% of our English Learners are making a year or more growth in acquiring English language skills, maintaining close to the 53.6% from the prior year. Long-Term English Learner results were 65.3% making a year or more growth, an increase of 7.3% and in the Blue, or "Very High" performance level. The reclassification rate was in double digits for the third year in a row, increasing from 14.4% to 18.4%. Though results from the state's academic assessments were mixed, the increases for the EL student group in DFS, and the improvements for Low-Income and EL in math suggest that our efforts to provide professional development activities to address their needs are having a positive impact. ELPI and reclassification rates also indicate that activities to support instructional staff to meet the language acquisition needs of ELs are reaping positive results.

Actions 1.3, 1.4, 1.5, 1.7. 1.8, and 1.10 -- Though the overarching purpose of Goal 1 is to increase students' academic outcomes and close inequalities between student groups, this collection of actions are particularly designed to that end. Based on the metrics used to measure the effectiveness of those actions, described above, they have not been as effective as planned. Based on the metrics used to measure the effectiveness of those action, it has not been as effective as planned. "Distance from Standard" (DFS) results for English Language Arts (ELA) show declines for Low-Income students, and improvements for English Learners. The inequality between EL and Overall results was diminished from the prior year. Low-Income students also closed the gap with Overall results in ELA, but not in the fashion we would have liked to see. Inequalities persist in the achievement of Low-Income (LI) students, ELs, and Long-Term English Learners (LTEL) when compared to the Overall student achievement. Results in math were positive for Low-Income students and English Learners. Overall results improved, with LI students and ELs both closing gaps in results in comparison to those Overall. English Learners, including LTEL, achieved significant increases in Math performance. As with ELA, inequalities persist in the achievement of Low-Income (LI) students, ELs, and Long-

Term English Learners (LTEL) when compared to the Overall student achievement. The inequality between EL students and Low-Income students, compared with Overall results was also diminished from the prior year. The percentages of students "Meeting or Exceeding Standard" in ELA showed similar results to those for the DFS. Low-Income students kept pace with Overall result in ELA, but barely closed ground. Unlike DFS results, English Learners experienced a decline in ELA performance compared to the prior year. In math, results for "Meeting or Exceeding Standard" were also similar to the DFS. Low-Income students' and English Learners' performance improved. The inequality between EL students and Low-Income students, compared with Overall results was also diminished from the prior year.
The data indicate that, despite continuing inequalities, these actions, including more purposeful use of data, providing supplemental instructional services such as iReady and the Reading Lab, ensuring coaching and extra time to support school leadership teams and instructional design, supports for students with exceptional needs, extended learning sessions that include tutoring, summer school, and before/after school sessions, and additional teachers to provide smaller class sizes has had a positive impact on increasing math academic outcomes for Low-Income students and English Learners, and both ELA and Math for Students with Disabilities . When a Low-Income student, English Learner, or Foster Youth student was identified for participation in the opportunities class, their academic progress was assessed for areas in which they might be behind or struggling. Based on those need assessments, the students were then provided small group and/or individual reteaching and support to accelerate their learning and clear those barriers. When the student returned to his or her class, the learning loss areas had been specifically addressed. Individual data were not collected on students participating in the Opportunities Class. At Caruthers High School, every student group continued significant gains in "Distance from Standard" in ELA. We are confident that the Opportunities Class contributed to these improvements.
2025 iReady Diagnostic 3 assessment results, compared to the prior year's Diagnostic 3, show that Overall results improved in reading from the prior year, and that every group improved as well, with the exception of White students and Homeless students. All student groups showed improvement in math. Low-Income students and English Learners had strong increases in percentages at or above grade level in both areas, as did Students with Disabilities. Since the iReady data are as of May, 2025, we believe that the iReady results show that the current implementation of these actions is having a positive impact and needs to be continued.

Action 1.6 -- All students transitioning from preschool to Caruthers Elementary did so successfully, with all students enrolled in preschool enrolling-in and completing TK, confirming the effectiveness of this action.

Action 1.9 -- The District recognizes the need to take steps to better address the needs of our English Learners. A close examination of the data indicate that this action has been only partially effective. The District's increased efforts to support English Learner (EL) students resulted in improvements in "Distance from Standard" at all levels and in both ELA and math. Districtwide and at each school, EL students increased performance in ELA, with +17.6 points at Caruthers High, +4.3 points at Caruthers Elementary, and +3.5 points at Monroe Elementary. In math, EL students improved by 32.7 points at CHS, by 5.5 points at CES, and by 5.6 points at MES. The inequality between EL students and Low-Income students, compared with Overall results was also diminished from the prior year. Inequalities persist in the achievement of EL students, and Long-Term English Learners (LTEL) when compared to the Overall student achievement. Unlike Distance from Standard (DFS) results, English Learners experienced a decline in those "Meeting or Exceeding Standard" in ELA compared to the prior year, as did LTEL. DFS results includes the scores of all students who took the assessment, while "Meeting or Exceeding Standard" only includes those who scored at standard or above. Comparing the two measures, it appears that EL students who have struggled more in the past to be successful are improving more quickly, and so scoring closer to standard, while the percentages in the higher ranges have slightly slipped back. In math, results for "Meeting or Exceeding Standard" were also similar to the DFS. English Learners' and LTELs' performance improved. The inequality between EL students and Low-Income students, compared with Overall results was also diminished from the prior year.

English Language Proficiency Assessment for California (ELPAC) Summative results reported on the Dashboard show that 53.0% of our English Learners are making a year or more growth in acquiring English language skills, maintaining close to the 53.6% from the prior year. Long-Term English Learner results were 65.3% making a year or more growth, an increase of 7.3% and in the Blue, or "Very High" performance level. The reclassification rate was in double digits for the third year in a row, increasing from 14.4% to 18.4%. Though results from the state's academic assessments were mixed, the increases for the EL student group in DFS, and the improvements for EL and LTEL in math suggest that this action is having a positive impact. The gaps between results for EL and LTEL and those Overall highlight the continue the ELD supports of this action to further address the needs of EL and LTEL student groups that have demonstrated positive results in ELA and math.

All of our students were provided access to a broad course of study, confirming that Action 1.11 was effective.

Action 1.12: This action was effective, as English Learners improved by 16.6 points in math Districtwide. Caruthers High math scores reflected their efforts to increase math supports. Overall results improved by 18.9 points, Low-Income students gained 20.3 points, and Students with Disabilities increased their groups performance by 62.3 points.

Action 1.13: Students with Disabilities improved by 23.6 points in math Districtwide, confirming the effectiveness of this action.

Action 1.14: The metrics used to measure the effectiveness of this action show that it was somewhat effective. "Distance from Standard" (DFS) results showed declining results for Long-Term English Learners (LTEL) in ELA, but positive in math, where LTELs achieved significant performance increases. The inequality between LTEL students and Overall results was also diminished from the prior year. The percentages of LTEL students "Meeting or Exceeding Standard" in ELA and math showed similar results to those for the DFS. LTEL experienced a decline in ELA performance compared to the prior year while achieving improved results in math. English Language Proficiency Assessment for California (ELPAC) Summative results reported on the Dashboard show that Long-Term English Learner results were 65.3% making a year or more growth, an increase of 7.3% and in the Blue, or "Very High" performance level. These data suggest that the action focussing on the specific learning needs of LTEL has been effective in helping them acquire English language skills, and needs to be continued.

Action 1.15: Though results from the state's academic assessments were mixed, the increases for the EL student group in DFS, and the improvements for Low-Income and EL in math suggest that our efforts to hire and retain effective instructional staff are having a positive impact. Data gathered from the four years 2020 through 2024 showed an average rate of 6.3 teachers leaving each year to take other teaching jobs. Exit interviews from the 2024-25 school year indicate that only five teachers left to take other positions, and improvement on the past annual rate. Feedback from the 2025 surveys showed that 98% of certificated staff agree that "Caruthers USD values its certificated staff members," and 86% of classified staff agree that ""Caruthers USD values its classified staff members."

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.

Added "Long-Term English Learners (LTEL)" to DFS in ELA and Math metrics because results were reported for the first time on the 2024 Dashboard. Added "LTEL" to ELPI, Science, and Grad rate metrics because results were reported for the first time on the 2024 Dashboard.

iReady results for 9th and 10th grades in math were deleted because not all students at those grade levels are assessed with that diagnostic, so the data do not offer an accurate picture. "9-12 results not reported" deleted; they are not reporting results because not all students take the assessments.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Qualified, Credentialed Teachers	The District will recruit, hire, and retain qualified credentialed teachers, appropriately assigned for their credentials.	$8,435,217.00	No
1.2	Professional Development for Staff	District instructional staff will participate in targeted professional development to improve practices that uses student data to make instructional decisions, and enhance the available strategies that teachers have to promote learning for Low-Income students, English Learners, and Foster Youth. Teachers and instructional aides will be engaged in relevant and timely learning opportunities, including, but not limited to, workshops, demonstration lessons, and coaching, that support the design and delivery of lessons based on state adopted frameworks, standards, and best instructional practices. All lessons will meet the rigor of the California State Standards and subject matter frameworks. Areas may include: • Science • Social Science • Math • ELA • Kagan Structures • Assessment Training/Conference • ERWC • Instructional Strategies Instructional staff will engage in regular, on-site collaboration in a Professional Learning Community (PLC). With the support of coaches, site	$422,008.00	Yes

Action #	Title	Description	Total Funds	Contributing
		administrators, and District staff, they will also engage in observations, coaching, and reflection on instructional improvement.		
1.3	Student Data and Assessment	The District will provide the following data sources for ongoing assessment of students' progress and to inform instructional decision-making: • Illuminate Data • Benchmarks • Self-Assessments/Rubrics • PARSEC data representations and training In order to ensure that the assessments and data are readily available for instructional staff to access for monitoring, evaluation, and targeting instruction to meet the needs of struggling students, the District will maintain an Assessment Specialist.	$182,717.00	Yes
1.4	Supplemental Instruction and Materials	The District will research, purchase, and implement supplemental instructional materials that will support acceleration and mitigate learning loss, including reading materials that will support accelerated reading improvement. The District will make decisions based on evidence. The materials and implementation strategies may include: • Instructional programs that are supplemental to the core • Supplemental English language arts support curricula • iReady math and reading • Technology to implement supplemental curricula • Staff and supplementary materials to conduct a District Reading Lab that provides intensive intervention and support for Low-Income students, English Learners, and Foster Youth who are struggling in reading, including increased instructional aide support. • Guided reading materials that are supplemental to the core reading program • Continue an Opportunities Class teacher to conduct classes that will address learning loss on a more individual basis.	$1,177,017.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.5	Instructional Leadership and Guidance Support	School effectiveness research supports the need for school leaders to exhibit strong instructional leadership, especially in supporting teachers in developing the individual self-efficacy that combines into collective self-efficacy. In order to maintain and build effective site leadership that leads to increased academic outcomes for students and decreased inequalities in performance results between Low- Income students, English Learners, Foster Youth and the higher- performing student groups, the District will support the following activities: • Coaching, extra time, and professional learning activities for School Leadership Teams • Coaching, extra time, and professional learning activities for instructional planning, design, and support	$444,570.00	Yes
1.6	Early Childhood Education	The District will actively collaborate with the preschool to support the successful transition of those pupils to elementary school, including the participation of their parents and families, and those of students with exceptional needs, in preparing for the transition.	$0.00	No
1.7	Students with Exceptional Needs	The District will provide supplemental materials and access to technology that will support greater success in the core curriculum for Students with Disabilities. The District will also provide professional development for teachers in supporting student with exceptional needs.	$2,717,944.00	No
1.8	Extended Learning	To increase academic outcomes for students and decrease inequalities in performance results between Low Income Students, English Learners, Foster Youth and higher-performing student groups, the District will provide extended learning programs for learning recovery, acceleration, enrichment, English language development, credit recovery, and original credit classes for grades TK-12. that include: • Before and/or After School extended learning sessions • Tutoring	$1,591,918.00	Yes

Action #	Title	Description	Total Funds	Contributing
		• Summer School		
1.9	Improving English Language Development Instruction	All English Learners in CUSD are provided daily designated and integrated instruction and supports in English Language Development. To increase academic outcomes for students and decrease inequalities in performance results between English Learners and higher-performing student groups, the District will: • Provide teachers with professional development in ELD strategies that increase English Learner students' access to the core. • Provide teachers with professional development in ELD strategies that accelerate English Learner students' acquisition of English. • Provide instructional staff with professional development in use of the Observation Protocol for Teachers of English Learners (OPTEL) as a formative assessment tool to support student progress toward English proficiency. • Provide English Language Development enrichment and support materials that accelerate English acquisition and increase access to the core. • Provide paraprofessional support for small groups and individuals • Maintain the additional ELD class at CHS to lower class size and provide greater individual attention. • Continue implementation of its English Learner Master Plan aligned with the English Learner Roadmap. Included in that plan are practices that will more closely monitor the progress of EL students and RFEP students, and immediately adjust instruction as warranted by data and students' needs.	$176,714.00	Yes
1.10	Smaller Class Sizes	The District will hire and retain properly credentialed teachers for the purpose of reducing class sizes as needed for grades 4-12, in order to provide additional support to Low-Income students, English Learners, and Foster Youth.	$3,007,998.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.11	Access to a Broad Course of Study	The District will plan master schedules at the secondary level to ensure that Low-Income students, English Learners, Foster Youth, and students with exceptional needs have access to a broad course of study in the middle school and high school. Students in grades K-6 will participate in full curriculum that includes science, social studies, and the arts. The District is committed to making certain all students have equitable access to a broad, high-quality course of study. To that end, the District will hire and retain outstanding administrative and support staff to ensure the needs of students, teachers, and parents are met to achieve exceptional outcomes. District educational partners also understand the importance of engagement programs and activities to enhance the core curriculum. We will continue to engage students through clubs, athletics, programs, and any other extra- and co-curricular activities that allow pupils to become active participants in the school community.	$8,016,027.00	No
1.12	Required Action: Districtwide and Caruthers HS English Learner Math Achievement	The District was identified for Differentiated Assistance for English Learners for the academic indicators in ELA and Math, and Suspension rates. Additionally, the 2023 California School Dashboard Math Distance from Standard results for English Learners were in the "Very Low" performance range Districtwide and at Caruthers High, indicating a need to create a specific action to accelerate progress for English Learners. The District has chosen to focus its Differentiated Assistance efforts on improving English Learners' progress in Math. Districtwide, the Distance from Standard for English Learners in Math was 104.2 points below standard; at the High School, the results were 181.1 points below standard. These data clearly show that CHS results are having a heavy impact on causing the District's very low performance level. Consequently, we believe that addressing the performance at the High School will positively impact the Districtwide performance. Beginning with the Leadership team of District and FCSS staff established for Differentiated Assistance, math data for English Learners has been	$5,000.00	No

Action #	Title	Description	Total Funds	Contributing
		examined. Additionally, the District participates in the English Learners Networked Improvement Community (ELNIC), collaborating with other districts to enhance our understanding of systems impacting English Learners. Through shared learning, we are engaging with expert, research-based content to drive continuous improvement and foster positive outcomes for English Learners. Through the ELNIC, the District team used Dashboard and local English Learner data to collaborate on a root cause analysis and identify a Problem of Practice, fostering a clear understanding of areas requiring improvement. The Team identified these root causes: Lack of language structures and supports for teacher-student communication; lack of structures for collaboration time; lack of strategies for teaching content-specific academic vocabulary; lack of strategies for engaging students with content and making content accessible. Examining the root causes, the Team discovered the following: • Rewards: Students like what is currently in place (certificates and award ceremonies) • Academic Language: Student perspective is that it is taught too fast, too many at once, not enough practice with the term(s); that CFU is geared towards specific students vs. all. The teacher perspective is that there is a lack of language skills in home language, leading to difficulties in understanding/connecting to English. • Teacher Collaboration: Most felt there was enough time, would like some Spanish offerings to help them learn, more support w/translation • Deconstructing Content Knowledge: Teachers don’t struggle in content ,but need help making content more engaging & accessible to students, including coaching on how to use the information you have for intentional planning. • Generational Factor: Teachers teach the way they were taught, soemtimes resulting in a lack of pedagogy and methodology. • Teachers Care: Students do feel their teachers care. • Fear of Asking Questions: Do students know how to ask for help (Needed to follow up on "do you ask for help?") • Other: There is a lack of accountability for adults. There are things that the Team identified as still needing to know:		

Action #	Title	Description	Total Funds	Contributing
		• Teachers: Is PLC/planning time being used effectively? Requesting guidance/structure (See Root Causes). What strategies do we use to actively engage students in academic vocabulary? Accessibility? (Open to training and support!) • Students: Do you ask for help? If no, why not? Though there has been a great deal of time on collaboration and pursuing findings, the Team is still in the process of developing the Theory of Improvement designed to guide research-based practices and improvement initiatives aimed at English Learners. The Implementation Team, also of District and FCSS staff hold monthly meetings, using a cycle of inquiry process (Plan/Do/Study/Act) to determine the degree and effectiveness of implementation and to adjust, as necessary. Site principals attended the EL NIC so collectively we can understand the problem, put the theory of improvement into practice, and monitored progress. After the analysis has been completed and the school's Leadership Team has identified theTheory of Improvement designed to guide research-based practices and improvement initiatives, this action will be updated.		
1.13	Required Action: Districtwide Students with Disabilities Math Achievement	2023 California School Dashboard Math Distance from Standard results for CUSD Students with Disabilities were in the "Very Low" performance range, indicating a need to create a specific action to accelerate progress for Students with Disabilities. The Distance from Standard in Math was 175.2 points below standard. The District has consulted with Fresno County Superintendent of Schools (FCSS) to use the improvement science model to address the Math needs of our Students with Disabilities. Beginning with the Leadership team of District and FCSS staff established for Differentiated Assistance, the team will continue to examine math data for those students. Subsequently, we will collaborate on a root cause analysis and identify a problem of practice, then look at ideas to address the problem.	$5,000.00	No

Action #	Title	Description	Total Funds	Contributing
		Once an idea is identified, an Implementation Team, also of District and FCSS staff, will be created to monitor and adjust the initiative. Both the Leadership Team and the Implementation Team will meet monthly, using a cycle of inquiry process (Plan/Do/Study/Act) to determine the degree and effectiveness of implementation and to adjust, as necessary. After the analysis has been completed, the District's Team will collaborate with the schools' Leadership Teams to identify and implement strategies to address the identified needs and this action will be updated.		
1.14	Addressing the Needs of Long-Term English Learners	CUSD aims to support the linguistic, academic, and socio-emotional needs of our Long-Term English Learners (LTEL), ensuring their success in school and beyond. School leadership will begin by identifying which students are LTEL and informing teachers, so they are aware that the students may require differentiated learning strategies. School and District staff time will be allocated to examine data for LTEL students and identify the unique needs and/or barriers to language acquisition progress, and learning inequalities in curricular areas. Time will also be allocated so possible root causes can be identified and ideas evidence-based strategies to address those causes can be shared. Teachers and site administrators participating in the ELNIC will share learning that can support the efforts of their peers. Teachers may also be provided professional learning activities to differentiate instruction and supports for LTEL. With the support of the data analysis, per collaboration, and professional development, classroom teachers can provide targeted instructional support based on those needs regularly monitoring progress. Through the parent workshops and other engagement activities described in Goal 2, teachers and administrators can provide parents and families with information and demonstrations of how they can also support their LTEL children in acquiring the skills required for reclassification to RFEP.	$6,000.00	Yes
1.15	Provide Improved Excellent Instruction	In order to continue prior gains in students' learning, and to address the inequalities that continue to exist, the District needs to be able to have a high-quality, stable instructional staff that learn and build on prior learning,	$694,138.00	Yes

Action #	Title	Description	Total Funds	Contributing
		become increasingly self-efficacious, and that can implement initiatives with integrity over time because they remain employed by the District. It is through the hiring and retention of high quality staff that the District is able to improve the quality of instruction for our Low-Income students, English Learners, and Foster Youth. The District will offer competitive salaries that will enable us to hire and retain high-quality and well-trained instructional staff.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Maintain a safe and healthy school environment while providing opportunities that develop positive character.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

A critical component to student success in learning is a positive school climate that engages students in learning and that encourages regular attendance. Research also shows that positive learning environments can reduce teacher turnover by as much as 25%, a significant factor in providing students with increasingly effective initial instruction.

The Family Engagement Framework, a California Department of Education publication, acknowledges that "family engagement is one of the single most important factors in helping students succeed in school. Parents, families, and other caring adults provide the primary educational environment for children early in life and can reinforce classroom learning throughout the school years."

With the exception of suspension rates, the 2024 indicators and data associated with Goal 2, and results from Spring, 2024, surveys show that the actions in this goal have been effective and warrant continuation.
Chronic absenteeism rates again decreased from the prior year, resulting in the District and each student group with more than ten in its cohort being assigned the Yellow performance level for this indicator. English Learners achieved the Green performance level. We were pleased to see that our efforts to address the former Red (Very High) rates were successful for Low-Income students, English Learners, and Students with Disabilities. The rate decline for Foster Youth over 45%, demonstrating that efforts to support those students have also been successful. Inasmuch as the actions in which we engaged to address Chronic Absenteeism have been successful, we will continue those in the 2025-26 school year.
Suspension rates declined Overall all for most other groups. Overall results and those for Hispanic and White students led to a Green performance level. Asian student improved to the Blue level. Low-Income students, English Learners, and LTEL improved to the Yellow level. When compared to suspension rates for non-Low-Income students, inequalities in rates are evident, and will continue to be addressed by the actions that have shown success for reducing suspension rates for those groups -- providing social-emotional and mental health supports in order to ensure that our students feel safe and connected to their schools, including continued, significant increases in the budgets for those services and social-emotional learning (SEL). Homeless students also improved (Orange), but were suspended at a greater rate than the Overall, as were Foster Youth (Red). The suspension rate for Students with Disabilities also increased, resulting in an Orange performance level.

Educational partners continue to express concerns that many students at all grade levels are still exhibiting in-school behaviors that are more like the relaxed behaviors they might practice at home. Partners also continue to voice concerns that motivation is lacking among many older students at the middle and high school levels. The Staff Educational Partners suggestion that creating an elementary sports league to provide students with structured, engaging activities and to support positive interactions between students appears be effective in lowering suspension rates by keeping students active and engaged, so Action 2.3 will be continued, as well.

The Spring, 2025, survey results that the increases in percentages of students who responded that they feel safe at, and connected to school were increased from the prior year. The percentage who feel safe was 86.5%, and increase of 1.3%; and those feeling connected increased from 82.7% to 84.3%. Since our ultimate goal is for every student to feel safe and belonging at school, we will continue our culture and climate actions described in Goal 2. Due to extra efforts by the District to encourage participation, the number of parents responding to surveys almost doubled again in 2025. The percentage of parents who responded that they feel welcome at their children's schools increased to 91%. The percentage of parents who feel their children are safe at school increased by 4.5% to 92%. All teachers responded that they feel connected to their school, and 98% feel safe at their school.
Results for the Family Engagement instrument showed a sustained rating of 4.0 (on a scale of 1 to 5) for family engagement responses, equivalent to a "high Implementation" rating.

A positive learning environment, coupled with positive relationships among peers and between students, staff, and families, are critical to students' success. As The Education Trust has noted, " Strong relationships provide a foundation for student engagement, belonging, and, ultimately, learning." The actions described under this goal are all designed to achieve the purposes of maintaining a positive climate and building strong, supportive relationships. The metrics associated with this goal provide the necessary data to monitor and evaluate the effectiveness of those actions.

Required Actions
The following actions were required to be included in the 2024-2027 LCAP based on results from the 2023 California School Dashboard. Though results may have changed in the 2024 Dashboard in these areas or for the included student groups, the actions must be maintained through the 2026-2027 update.

- Action 2.6: On the 2023 Dashboard for Monroe School, Overall Chronic Absenteeism rates and those for Low-Income students, English Learners, and Hispanic students were in the Red performance level. To address those rates, this action was included in the LCAP. On the 2024 California School Dashboard, Overall results and those for Low-Income students, English Learners, Hispanic students, and Students with Disabilities and all other student groups reduced chronic absenteeism rates by half or more. All of those groups achieved a Yellow (Medium) performance level.
- Action 2.7: 2023 California School Dashboard Suspension Rate results were at the Red performance level for English Learners at Caruthers High and Districtwide, and Red for Homeless students Districtwide. To address this issue, this action was included in the LCAP. Districtwide, suspension rates for English Learners and Homeless students improved by 1.2% and 1.6%, respectively. Both groups exited the Red level. At Caruthers High, the suspension rate for English Learners improved by 1.8% to the Yellow performance level.
- Action 2.8: 2023 California School Dashboard District Suspension Rate results were at the Red performance level for Foster Youth. To address this issue, this action was included in the LCAP. The suspension rate increased from 8.7% to 10.5% on the 2024 Dashboard, and the performance level remained at Red. However, in examining the data, we found that the number of suspensions

was the same (2), but the rate increased because the number in the Foster Youth cohort declined significantly. We will continue implementation of this action as written in anticipation that doing so will yield the expected results.

- Action 2.9: 2023 California School Dashboard Suspension Rate results for Caruthers Elementary School were at the Red performance level for White Students. To address this issue, this action was included in the LCAP. The suspension rate for White students improved by 2.3% and is in the Yellow performance level in the 2024 Dashboard.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Attendance rate	94.8% [2023-24 AERIES District Attendance Calculations]	95.2%		97% [2026-27 AERIES District Attendance Calculations]	0.4% increase
2.2	California School Dashboard: Chronic Absenteeism	Overall -- 13.8% Hispanic -- 13.4% Asian -- 14.3% White -- 16.3% Low-Income -- 14.7% EL -- 11.8% SWD -- 30.3% Foster Youth -- 52.9% Monroe Elementary: Overall -- 41.9% Low-Income -- 40.7% English Learners -- 35.7% Hispanic -- 39.8% [2023 California School Dashboard]	All Students: 21.5% Low-Income: 19.7% English Learners: 0% LTEL: 0% Hispanic: 19.4% Students with Disabilities: 0% White: 36.4% Foster Youth: <11 [DataQuest, SBAC ELA Assessments, 2023-24]		Overall -- 8% Hispanic -- 8% White -- 10% Low-Income -- 8% EL -- 6% LTEL -- 0% SWD -- 10% Foster Youth -- 10% Monroe Elementary: Overall -- 15% Low-Income -- 15% English Learners -- 10% Hispanic -- 15% [2026 California School Dashboard]	All Students: 7.3% decline Low-Income: 5.1% decline English Learners: no change LTEL: no change Hispanic: 7.8% decline Students with Disabilities: no change White: n/d

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.3	California School Dashboard: Suspension Rate	Overall -- 5.2% Hispanic -- 5.2% Asian -- 2.2% White -- 6.8% Low-Income -- 5.6% EL -- 5.9% SWD -- 1.7% Homeless -- 10.7% Foster Youth -- 8.7% Caruthers High: English Learners -- 8.9% Caruthers Elementary: White -- 6.1% [2023 California School Dashboard]	Overall -- 4.3% Hispanic -- 4.2% Asian -- 0% White -- 4.5% Low-Income -- 4.7% EL -- 4.7% LTEL -- 7.5% SWD -- 4.0% Homeless -- 9.1% Foster Youth -- 10.5% Caruthers High: English Learners -- 7.1% Caruthers Elementary: White -- 3.8% [2024 California School Dashboard]		Overall -- 4% Hispanic -- 4% Asian -- 2% White -- 4% Low-Income -- 4% EL -- 4% LTEL -- 4% SWD -- 1% Homeless -- 4.5% Foster Youth -- 4.5% Caruthers High: English Learners -- 4% Caruthers Elementary: White -- 4% [2026 California School Dashboard]	Overall -- 0.9% improvement Hispanic -- 0.9% improvement Asian -- 2.2% improvement White -- 2.3% improvement Low-Income -- 0.9% improvement EL -- 1.2% improvement LTEL -- 3.1% improvement SWD -- 2.3% increase Homeless -- 1.6% improvement Foster Youth -- 1.8% increase Caruthers High: English Learners -- 1.8% improvement Caruthers Elementary: White -- 2.3% improvement
2.4	Parent Engagement: Results of the State's Self- Reflection Tool Reported to the CUSD Governing Board	MET -- Results reported The state's self-reflection tool reflected an average rating of 4.1	MET -- Results reported The state's self-reflection tool		MET -- Results reported The state's self-reflection tool will	0.1 point decline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		(on a scale of 1= strongly disagree to 5 = strongly agree) on the State's Self-Reflection Tool for parent and family engagement. [June, 2024, Report to the CUSD Governing Board]	reflected an average rating of 4.0 (on a scale of 1= strongly disagree to 5 = strongly agree) on the State's Self-Reflection Tool for parent and family engagement. [June, 2025, Report to the CUSD Governing Board]		reflect an average rating of 4.5 (on a scale of 1= strongly disagree to 5 = strongly agree) on the State's Self-Reflection Tool for parent and family engagement. [June, 2027, Report to the CUSD Governing Board]	
2.5	High School Dropout Rate	2.2% [2022-23 DataQuest Four- Year Adjusted Cohort Outcome]	2.2% [2023-24 DataQuest Four- Year Adjusted Cohort Outcome]		0% [2025-26 DataQuest Four-Year Adjusted Cohort Outcome]	No change
2.6	Middle School Dropout Rate	0% [CALPADS, 2022-23]	0% [CALPADS, 2023-24]		0% [CALPADS, 2025-26]	No change
2.7	Expulsion Rate	0% [DataQuest, 2022-23 Expulsion Rate]	0% [DataQuest, 2023-24 Expulsion Rate]		0% [DataQuest, 2025-26 Expulsion Rate]	No change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.8	School Climate Survey: % of Students Feeling Connected to School	MET -- Results reported 82.7% of students responding felt connected to their school(s) [June, 2024, Report to the CUSD Governing Board]	MET -- Results reported 84.3% of students responding felt connected to their school(s) [June, 2025, Report to the CUSD Governing Board]		MET -- Results reported 90% of students responding will feel connected to their school(s) [June, 2027, Report to the CUSD Governing Board]	1.6% increase
2.9	School Climate Survey: % of Students Feeling Safe at School	MET -- Results reported 85.2% of students responding felt safe at their school(s) [June, 2024, Report to the CUSD Governing Board]	MET -- Results reported 86.5% of students responding felt safe at their school(s) [June, 2025, Report to the CUSD Governing Board]		MET -- Results reported 90% of students responding will feel safe at their school(s) [June, 2027, Report to the CUSD Governing Board]	1.3% increase
2.10	School Climate Survey: % of Parents Feeling Connected to School and Their Children Feel Safe at School	80.0% of parents responding felt welcome at their school(s). 87.5% of parents responding felt their child(ren) were safe at school(s).	91.0% of parents responding felt welcome at their school(s). 92.0% of parents responding felt their child(ren) were safe at school(s).		90% of parents responding felt welcome at their school(s). 90% of parents responding felt their child(ren) were safe at school(s).	11% increase in parents feeling welcome at their school(s). 4.5% increase of parents feeling that their child(ren) are safe at school(s).

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		[2024 Spring Survey Data]	[2025 Spring Survey Data]		[2027 Spring Survey Data]	
2.11	School Climate Survey: % of Teachers Feeling Connected to School and Safe at School	100% of teachers responding felt safe at their school(s). 96% of teachers responding felt connected to their school(s). [2024 Spring Survey Data]	98% of teachers responding felt safe at their school(s). 100% of teachers responding felt connected to their school(s). [2025 Spring Survey Data]		100% of teachers responding will feel safe at their school(s). 100% of teachers responding will feel connected to their school(s). [2024 Spring Survey Data]	2% decline in teachers who responded feeling safe at their school(s). 4% increase in teachers who responded feeling connected to their school(s).
2.12	Facilities Inspection Tool (FIT): School facilities maintained in good repair based on FIT score.	MET -- Results reported All sites "Good" or better [Reported to the CUSD Governing Board, June, 2024]	MET -- Results reported All sites "Good" or better [Reported to the CUSD Governing Board, June, 2025]		MET -- Results reported All sites "Good" or better [Reported to the CUSD Governing Board, June, 2027]	No change

Goal Analysis [2024-25]

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.

Implementation of Action 2.1 was successful. Parent nights were again held at all schools, as were parent workshops. Outreach to parents was successfully undertaken to engage families in the implementation of the Community Schools grant. The Family Liaisons have successfully provided services and support to Low-Income families and Foster Youth and homeless students that have positively impacted family participation and satisfaction.

Action 2.2 was successfully implemented in order to maintain healthy and positive environments at our schools. Classrooms and common areas were cleaned more frequently, and air filters and ducts, as well, to prevent the spread of illness and ensure the safety of students and staff. However, the action was not implemented as planned. The District contracted with Alvina School District to provide their maintenance and custodial services; preliminary work was begun on an athletic facilities project; and cafeteria equipment was purchased.

Action 2.3 was a success, as we were able to provide our planned mental/emotional health services. Staff teams met weekly to identify students' social-emotional needs and provide supports. Presentations on social-emotional learning practices were continued. The schools reviewed data for chronic absenteeism and maintained efforts to lower those rates, especially for students with exceptional needs. Though CHS does not have absenteeism as a state accountability measure, we know that students need to be in school to learn, and absenteeism must be addressed at all levels. Students were provided attendance incentives. Behavior supports were provided for all of our Low-Income students, English Learners, and Foster Youth as planned.

Action 2.4 was implemented successfully; students who resided inside the "walking zone," an area between a 1.5 and a .5 radius of school, were provided additional bus stops to reduce walking distance to and from the school site.

Action 2.5 was partially implemented as planned; the CES expansion of indoor spaces is underway and has not yet been completed.

Action 2.6 to address Overall Chronic Absenteeism rates and those for Low-Income students, English Learners, and Hispanic students at Monroe School, was implemented as planned. The District notified families at Monroe School their children could request independent study options under the current school policy. Principal and staff regularly reviewed attendance data to assess if students are on track to be chronically absent. The parents of students who had excessive absences were sent a letter noting the absences and consequences of poor attendance. Attendance incentives and recognition for excellent attendance were implemented to positive remarks from parents.

Action 2.7 was implemented as planned to address Suspension Rate results for English Learners at Caruthers High and Districtwide, and for Homeless students Districtwide. Caruthers High instituted a process of referrals to a mandatory counseling program on the first vaping offense without suspension. The counseling sessions educated students on the dangers of vaping and strategies to resist peer pressure.

Action 2.8 was implemented as planned to address Suspension Rate results for Foster Youth. Caruthers High and Caruthers Elementary instituted a process of referrals to a mandatory counseling program on the first vaping offense without suspension. The counseling sessions educated students on the dangers of vaping and strategies to resist peer pressure.

Action 2.9 was implemented as planned to address Suspension Rate results for White students at Caruthers Elementary School. The low number of students involved made it possible for the school staff to have those students who participated check-ins regularly to monitor behaviors and receive counseling. Counseling sessions, when necessary, were used to discuss non-violent solutions to confrontations, or how to avoid confrontations altogether.

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

Action 2.2: This action was under budgeted. The District contracted with Alvina School District to provide their maintenance and custodial services, resulting in increased salary expenses. Additionally, three substitutes custodians were employed to cover long-term leaves of absences; there were significant increases for the utilities used in projects; preliminary work was begun on an athletic facilities project; and cafeteria equipment purchased using a general fund restricted source was added.

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

Action 2.1 --The District again made a strong effort to encourage participation, and saw almost double as many parents responded to surveys in 2025. The percentage of parents who responded that they feel welcome at their children's schools rose from 80% to 91%. The percentage of parents who feel their children are safe at school also increased from 87.5% to 92%. Our efforts in Goal 2, Action 1, appear to be having the positive impact that was expected. The Family Liaisons, in particular, have provided services and support to Low-Income families and Foster Youth and homeless students that have positively impacted family participation and satisfaction. Results for the Family Engagement instrument showed a rating of 4.0 (on a scale of 1 to 5) for a "High Implementation" rating on family engagement responses. Chronic absenteeism rates again decreased from the prior year, resulting in the District and each student group with more than ten in its cohort being assigned the Yellow performance level for this indicator. English Learners achieved the Green performance level. We were pleased to see that our efforts to address the former Red (Very High) rates were successful for Low-Income students, English Learners, and Students with Disabilities. The rate decline for Foster Youth over 45%, demonstrating that efforts to support those students have also been effective. These data show that this action has been effective in producing the desire results.

Action 2.2 -- This action was effective, as all schools had a FIT rating of "good" or better. Ninety-six percent of parents surveyed agreed that the schools are clean and well-maintained.

Action 2.3 and Action 2.5 -- These actions were generally effective. We were pleased to see in the Spring, 2025, survey results that the percentages of students who responded that they feel safe at, and connected to school continued to increase this year. The percentage who feel safe was rose from 85% to 87%; and those feeling connected increased from 83% to 84%. In the parent survey results, 92% agreed that their child feels safe at school. The percentage of students who report positive feelings about their play grounds and appearance again increased, growing from 68% in 2024 to 72% in 2025. Staff continue to share that the expanded fields allow increased outdoor activities during the regular school day and after school, and are heavily used by students. Additionally, 73% of students agreed that "I am happy to be at my school." The percentages of teachers who feel safe at school was at 98%, and those feeling connected was 100%. Chronic absenteeism rates decreased substantially from the prior year, resulting in the District and each student group being assigned the "Medium" performance level for this indicator. Our efforts to address the former "Very High" rates were successful for Low-Income students and English Learners. However, these actions were not as effective as planned on maintaining low suspension rates. Suspension rates declined Overall all for most other groups. Overall results and those for Hispanic and White students led to a Green performance level. Asian student improved to the Blue level. Low-Income students, English Learners, and LTEL improved to the Yellow level, indicating that this action was generally effective. While Homeless students also improved (Orange), they were suspended at a greater rate than the Overall, as were Foster Youth (Red). The suspension rate for Students with Disabilities also increased, resulting in an Orange performance level. That these groups did not show the expected results in lowering suspension rates, the District acknowledges that the action was not completely effective and results at the Orange and Red levels will be addressed.

Action 2.4 -- Chronic absenteeism rates again decreased from the prior year, resulting in the District and each student group with more than ten in its cohort being assigned the Yellow performance level for this indicator. English Learners achieved the Green performance level. We were pleased to see that our efforts to address the former Red (Very High) rates were successful for Low-Income students, English Learners, and Students with Disabilities. The rate decline for Foster Youth over 45%, demonstrating that efforts to support those students have also been effective.

Action 2.6 -- On the 2024 California School Dashboard, Overall results and those for Low-Income students, English Learners, Hispanic students, and Students with Disabilities and all other student groups reduced chronic absenteeism rates by half or more. All of those groups achieved a Yellow (Medium) performance level, so this action was effective.

Action 2.7 -- Results from the 2024 Dashboard indicate that this action was effective, as Districtwide, suspension rates for English Learners and Homeless students improved by 1.2% and 1.6%, respectively. Both groups exited the Red level. At Caruthers High, the suspension rate for English Learners improved by 1.8% to the Yellow performance level.

Action 2.8 -- Based on the 2024 Dashboard, this action was not effective, as the Foster Youth suspension rate increased from 8.7% to 10.5% and the performance level remained at Red. However, in examining the data, we found that the number of suspensions was the same (2), but the rate increased because the number in the Foster Youth cohort declined significantly. We will continue implementation of this action as written in anticipation that doing so will yield the expected results.

Action 2.9 -- The suspension rate for White students improved by 2.3% and is in the Yellow performance level in the 2024 Dashboard, showing that this action was effective.

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.

Added "Long-Term English Learners (LTEL)" to Suspension rate and Chronic Absenteeism metrics because results were reported for the first time on the 2024 Dashboard.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Parent Engagement	The District will actively engage parents and families in their children's learning. Family Liaisons will also help the District to provide services and support to Low-Income students, Foster Youth and homeless students.	$957,966.00	No

Action #	Title	Description	Total Funds	Contributing
		Through the following programs, the District will principally target the engaged and continuous participation of parents of Low-Income Students, English Learners, Foster Youth, including students with exceptional needs: • Parent Programs • Parent Institute for Quality Education (PIQE) • Parent Workshops/Trainings/Meetings • Family Liaisons The District received a Community Schools planning grant and will continue a Coordinator to engage the families and the community in writing the implementation grant proposal.		
2.2	Maintaining Clean, Safe Facilities	Continue to maintain facilities as per Williams Act requirements and plan for necessary improvements to foster positive school climate.	$4,706,208.00	No
2.3	School Culture and Social Behavior	The District will create school environments that welcome and support all of our student populations by: • Hiring and/or retaining staff to provide behavior intervention and support, focused on providing services to Low Income Students, English Learners, and Foster Youth in grades TK- 12. • Increasing students' social-emotional development through teaching, modeling, and practicing social-emotional skills that support a safe and positive climate for learning. • Providing staff development and collaborative time focused on teaching, modeling, and practicing social-emotional learning SEL) skills that support a positive climate for learning and work. • Regularly review attendance data to assess if students are on track to be chronically absent. The parents of those who appear to be will be sent a letter noting the absences and consequences of poor attendance. • Establish incentives for attendance. • Create an elementary sports league to provide students with structured, engaging activities and to support positive interactions between students.	$556,636.00	Yes

Action #	Title	Description	Total Funds	Contributing
		• Provide full-time LVN support for students in addition to what is legally required.		
2.4	Transportation for Easier School Access	The District will provide additional transportation for students who reside inside the "walking zone," an area between a 1.5 and a .5 radius of school. It will provide an additional 61 stops and a reduced walking distance of half a mile from the school site.	$968,719.00	Yes
2.5	Expanded Access to Recreation Spaces	The District will construct a multi-purpose building at Caruthers Elementary School that will include indoor spaces for greater access for Low-Income students to sports, extra-curricular activities, co-curricular activities, safe spaces for counseling, and space to enhance parents' participation in school activities.	$772,700.00	Yes
2.6	Required Action: Chronic Absenteeism Rates for Monroe Elementary Students (Overall, Low-Income, English Learners, and Hispanic Students)	2023 California School Dashboard Chronic Absenteeism results for Monroe Elementary School were at the "Very High" performance level for Overall, Low-Income, English Learners, and Hispanic Students. To address this issue, a specific action or actions to address those will be included in the LCAP. The District has conduct an analysis and determined that the school has not provided opportunities for independent study for extended absences, and has not established a process for tracking attendance during the school year. This has impacted the Chronic Absenteeism rates for all groups. The District will provide Monroe School students with the opportunity to avail themselves of the current independent study policy and communicate with parents about their child's educational options. Principal and staff will regularly review attendance data to assess if students are on track to be chronically absent. The parents of those who appear to be will be sent a letter noting the absences and consequences of poor attendance. The school will also establish incentives and recognition for attendance. We	$5,000.00	No

Action #	Title	Description	Total Funds	Contributing
		expect this action to lower Chronic Absenteeism rates Overall, and for Low-Income, English Learners, and Hispanic Students.		
2.7	Required Action: Suspension Rate for English Learners and Homeless Students	2023 California School Dashboard Suspension Rate results were at the "Very High" performance level for English Learners at Caruthers High and Districtwide, and "Very High" for Homeless students districtwide. To address this issue, a specific action or actions to address those rates will be included in the LCAP. The District has conduct an analysis and determined that the results for Caruthers High are the reason that the District's results are at the "Very High" performance level for English Learners and for Homeless students, so lowering the CHS rates for both will have the same result for the District, and a single action will impact both. The analysis also showed that a primary cause of the increase in suspension rates for English Learners and Homeless students was the use of vapes at school, and students being suspended at the first offense. To address these circumstances, Caruthers High will implement a process of referrals to a mandatory counseling program on the first offense without suspension. The goal will be to educate the students on the dangers of vaping and strategies to resist peer pressure. As a result, we expect a decline in suspension rates for English Learners and Homeless students.	$5,000.00	No
2.8	Required Action: Suspension Rates for Foster Youth	2023 California School Dashboard District Suspension Rate results were at the "Very High" performance level for Foster Youth. To address this issue, a specific action or actions to address those students will be included in the LCAP. In looking at the data, the District has determined that the increase from 0% to 8.7% was the result of vaping on campus and students being suspended at the first offense.	$500.00	No

Action #	Title	Description	Total Funds	Contributing
		To address these circumstances, Caruthers High and Caruthers Elementary will implement a process of mandatory referrals to counseling on the first offense without suspension. The goal will be to educate the students on the dangers of vaping and strategies to resist peer pressure. As a result, we expect a decline in suspension rates for Foster Youth.		
2.9	Required Action: Suspension Rates for White Students	2023 California School Dashboard Suspension Rate results for Caruthers Elementary School were at the "Very High" performance level for White Students. To address this issue, a specific action or actions to address those students will be included in the LCAP. In looking at the data, the District has determined that the increase of 2.8% was the result of violent incidences with no injury, and we have taken action to address those reasons. The students who participated receive check-ins to monitor behaviors and counseling, when necessary, to explore non-violent solutions to confrontations, or to avoid confrontations altogether. These efforts will continue to be implemented in order to prevent and/or address any future incidents. As a result, we expect a decline in suspension rates for White students.	$5,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Guide and prepare all students, including Low-Income students, English Learners, and Foster Youth students, for post-secondary opportunities.	Broad Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

This action has been mostly successful in preparing our high school students for post-secondary success over the last several years, with College and Career Readiness, A-G and CTE completion rates, AP pass rate, and Golden State Merit Seal diplomas increasing, while there were declines in graduation rates and percentages of students "ready" on the EAP ELA assessment.

After the greater-than-doubled increases in the percentages of All Students, Low-Income students, and Hispanic students scoring "Ready" for college ELA in 2023, those groups saw declines in 2024 percentages. All groups saw slight increases in math. The lack of English Learners, LTEL, and Students with Disabilities meeting standard remains a cause for concern. Inequalities in percentages of 11th grade students scoring "Ready" in the EAP (exceeding standard on SBAC) are clearly apparent between Low-Income students and non-Low-Income students in both ELA and math, evidence that compounds the difference between Low-Income and overall percentages. Math assessment results were low for all students groups, with similar inequalities in results. Also clearly seen are the inequalities between English Learners, Students with Exceptional Needs and overall results in both subject areas.
The significant increases in 2023 were followed by declines for Overall grad rates and for all student groups. Overall, Low-Income, LTEL, and Hispanic student groups were above 90%. English Learners saw a decline that led to widening inequalities in results compared to Overall. Students with Disabilities also experienced an increasing gap in graduation rates, along with White students. In examining the results, we have identified a combination group that, with focused support, should be more successful in meeting graduation requirements and raising Overall and certain groups' results. However, due to the small (<11) number of students in the combination group, privacy concerns constrain the District from any further identification.
For the second year in a row, there were increases in College and Career Readiness Overall and for all student groups, with the exceptions of Students with Disabilities and White students. The rate for our English Learners and LTEL continued to increase at a faster rate than All Students, further closing that inequality. Overall, Low-Income, LTEL, and Hispanic student groups' results were all in the Green (High) performance level. English Learners' results improved to the Yellow (Medium) level.
Confirming the College Readiness data, the percentages of students meeting the basic requirements for admission to U.C. or C.S.U. (A-G completion rates) increased for most groups. English Learners and Low-Income students increased at a more rapid rate than Overall results, further closing that inequality. The percentage for LTEL was even higher than for overall English Learners. The increases for both those groups indicate that an increasing number of English Learners are prepared for enrollment in university. Results for CTE completion

rates were in a very similar pattern to the A-G results, with Low-Income students and English Learners further closing inequalities in performance with Overall results. The A-G and CTE completion rates, combined with the College and Career Readiness data, demonstrate that Action 3.1 is reaping the planned results in high school success for our Low-Income students and English Learners.
Included in the 2024 graduation cohort were 31.7% of graduates with Golden State Merit Seal diplomas, a 5% increase from 2023.

Studies completed by the Alliance for Excellent Education found that a U.S. 90% high school graduation rate would result in 250,000 additional graduates, $3.1 billion in increased income, $664 million in tax revenues, $16.1 billion in health care savings, $5.7 billion in economic growth, and more than 14,000 new jobs. In short, the positive impacts are enormous for Caruthers USD students who successfully complete high school prepared for college and career. The actions described under this goal are all designed to achieve high rates of high school graduation and planning for post-secondary success. The metrics associated with this goal provide the necessary data to monitor and evaluate the effectiveness of those actions. While some declines were noted in the 2024 data, there were increases in several key indicators. Coupled with the positive results from prior years, we will continue this goal and action in anticipation of its continued effectiveness.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Graduating seniors will have confirmed plans of enrollment in one of the following: college, university, vocational program, or military	All Students – 89% Hispanic – 92% Low-Income – 90% The percentages for other groups were too low to report. [2024 District Data]	All Students – 85% Hispanic – 87% Low-Income – 86% [2025 District Data]		All students -- 100% Hispanic -- 100% Low-Income -- 100% [2027 District Data]	All Students – 4% decline Hispanic – 5% decline Low-Income – 4% decline
3.2	Early Assessment Program (EAP): % PUPILS SCORING “READY” on SBAC ELA Assessments	All Students: 28.83% Low-Income: 24.83% English Learners: 0% Hispanic: 27.15% Students with Disabilities: 0% White: N/R	All Students: 21.5% Low-Income: 19.7% English Learners: 0% LTEL: 0% Hispanic: 19.4% Students with		All Students: 40% Low-Income: 40% EL: 25% LTEL: 25% Hispanic: 40% Students with Disabilities: 20% White: 40%	All Students: 7.3% decline Low-Income: 5.1% decline English Learners: no change LTEL: no change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Percentages are not reported (N/R) for groups with less than 11 students. [DataQuest, SBAC ELA Assessments, 2022-23]	Disabilities: 0% White: 36.4% Foster Youth: <11 [DataQuest, SBAC ELA Assessments, 2023-24]		[DataQuest, SBAC ELA Assessments, 2025-26]	Hispanic: 7.8% decline Students with Disabilities: no change White: n/d
3.3	Early Assessment Program (EAP): % PUPILS SCORING "READY" on SBAC Math Assessments	All Students: 1.23% Low-Income: 0% English Learners: 0% Hispanic: 0% Students with Disabilities: 0% White: N/R [DataQuest, SBAC Math Assessments, 2022-23]	All Students: 1.8% Low-Income: 0.7% English Learners: 0% LTEL: 0% Hispanic: 0.7% Students with Disabilities: 0% White: 18.2% Foster Youth: <11 [DataQuest, SBAC ELA Assessments, 2023-24]		All Students: 10% Low-Income: 10% EL: 10% LTEL: 10% Hispanic: 10% Students with Disabilities: 5% White: 10% [DataQuest, SBAC Math Assessments, 2025-26]	All Students: 0.6% improvement Low-Income: 0.7% improvement English Learners: no change LTEL: no change Hispanic: 0.7% improvement Students with Disabilities: no change White: n/d
3.4	A-G Completion Rate	All students ~ 51.4% Low-Income ~ 49.4% English Learners -- 28.9% Hispanic ~ 50.9% White ~ 58.3% Students with Disabilities -- 16.7% Asian ~ NR [2023 Dashboard Additional Report]	All students ~ 53.4% Low-Income ~ 51.5% English Learners -- 35.5% LTEL -- 40.4% Hispanic ~ 53.7% White ~ 45.5% Students with Disabilities -- 18.8% Homeless -- 23.1% Asian ~ <11		All students ~ 65% Low-Income ~ 65% English Learners -- 50% LTEL: 50% Hispanic ~ 65% White ~ 65% Students with Disabilities -- 40% Asian ~ 65% [2026 Dashboard Additional Report]	All students ~ 2.0% improvement Low-Income ~ 2.1% improvement English Learners -- 6.6% improvement LTEL -- n/d Hispanic ~ 2.8% improvement White ~ 12.8% decline Students with

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Foster Youth -- <11 [2024 Dashboard Additional Report]			Disabilities -- 2.1% improvement Homeless -- n/d
3.5	Graduation Cohort CTE Pathway Completion Rate	All students ~ 61.3% Low-Income ~ 59.9% English Learners -- 50.0% Hispanic ~ 61.5% White ~ 58.3% Students with Disabilities -- 50.0% Asian ~ N/R [2023 Dashboard Additional Report]	All students ~ 67.4% Low-Income ~ 66.3% English Learners -- 64.5% LTEL -- 69.2% Hispanic ~ 67.3% White ~ 54.5% Students with Disabilities -- 43.8% Homeless -- 53.8% Asian ~ <11 Foster Youth -- <11 [2024 Dashboard Additional Report]		All students ~ 65% Low-Income ~ 65% English Learners -- 65% LTEL: 65% Hispanic ~ 65% White ~ 40% Students with Disabilities -- 35.0% Asian ~ 65% [2026 Dashboard Additional Report]	All students ~ 6.1% improvement Low-Income ~ 6.4% improvement English Learners -- 14.5% improvement LTEL -- n/d Hispanic ~ 5.8% improvement White ~ 3.8% decline Students with Disabilities -- 6.2% decline Homeless -- n/d
3.6	Combined A-G and CTE Completion Rate	All students ~ 34.8% Low-Income ~ 32.6% English Learners -- 18.4% Hispanic ~ 34.2% White -- 41.7% Students with Disabilities -- 16.7% [2023 Dashboard Additional Report]	All students ~ 39.9% Low-Income ~ 37.9% English Learners -- 29.0% LTEL -- 32.7% Hispanic ~ 39.5% White ~ 36.4% Students with Disabilities -- 6.3%		All students ~ 40% Low-Income ~ 40% English Learners -- 30% LTEL -- 30% Hispanic ~ 40% White -- 45% Students with Disabilities -- 30%	All students ~ 5.1% improvement Low-Income ~ 5.3% improvement English Learners -- 10.6% improvement LTEL -- n/d Hispanic ~ 5.3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Homeless -- 15.4% Asian ~ <11 Foster Youth -- <11 [2024 Dashboard Additional Report]		[2026 Dashboard Additional Report]	improvement White ~ 5.3% decline Students with Disabilities -- 10.4% decline Homeless -- n/d
3.7	Advanced Placement Exams: % of pupils scoring 3 or higher	21.0% [2023 AP College Board]	32.1% [2024 AP College Board]		40% [2026 AP College Board]	11.1% improvement
3.8	California School Dashboard: High School Graduation Rate	All students~ 96.7% Low-Income ~ 96.5% English Learners ~ 92.1% Hispanic~ 96.3% White~ 100% Students with Disabilities -- 88.9% All other student groups had numbers too low to report. [2023 California School Dashboard]	All students ~ 93.8% Low-Income ~ 93.5% English Learners -- 85.5% LTEL -- 90.4% Hispanic ~ 94.4% White ~ 81.8% Students with Disabilities -- 62.5% Homeless -- 84.6% Asian ~ <11 Foster Youth -- <11 [2024 California School Dashboard]		All students~ 98% Low-Income ~ 98% English Learners ~ 98% LTEL -- 98% Hispanic~ 98% White~ 100% Students with Disabilities -- 90% [2026 California School Dashboard]	All students ~ 2.9% decline Low-Income ~ 3.0% decline English Learners -- 6.6% decline LTEL -- 0.2% decline Hispanic ~ 1.9% decline White ~ 18.2% decline Students with Disabilities -- 26.4% decline Homeless -- n/d
3.9	California School Dashboard:	All students ~ 47.0% Low-Income ~ 44.8%	All students ~ 49.4%		All students~ 60% Low-Income ~ 60%	All students ~ 2.9% improvement

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	College and Career Indicator % of Students "Prepared"	English Learners – 23.7% Hispanic ~ 46.0% White ~ 50.0% Students with Disabilities – 16.7% Results for some groups not reported due to small numbers. [2023 California School Dashboard]	Low-Income ~ 47.3% English Learners -- 32.3% LTEL -- 36.5% Hispanic ~ 49.4% White ~ 45.5% Students with Disabilities -- 6.3% Homeless -- 23.1% Asian ~ <11 Foster Youth -- <11 [2024 California School Dashboard]		English Learners – 45% LTEL -- 45% Hispanic~ 60% White~ 60.0% Students with Disabilities – 35% [2026 California School Dashboard]	Low-Income ~ 2.5% improvement English Learners -- 8.6% improvement LTEL -- 11.5% improvement Hispanic ~ 3.4% improvement White ~ 4.5% decline Students with Disabilities -- 10.4% decline Homeless -- n/d

Goal Analysis [2024-25]

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.

This action was mostly successfully implemented as planned. We were successful in providing increased access to counseling services at the high school. The increased academic guidance and academic opportunities to participate in a broad course of study in preparation for postsecondary eligibility to better meet the needs of low income and EL pupils combined with monitoring of students' progress in meeting post-secondary eligibility was successful as the student groups large enough to report data showed double digit increases in the percentages that graduated with a confirmed plans of enrollment in college, university, vocational program, or military. College field trips were conducted. FASFA and Dream Act workshops were held, as were college prep workshops for Low-Income students, English Learners, and Foster Youth. Recruiting Low- Income students, English Learners, Foster Youth, and homeless students for AP classes took place, resulting in an increasing number of CHS students taking AP exams. The District paid the PSAT fees for Low-Income students, English Learners, and Foster Youth who took the exam. The CTE/ROP Coordinator was successfully continued. Parent conferences for Low-Income students, English Learners, Foster Youth regarding student academic progress, post-secondary plans, and personal needs were also successful, again as shown in the percentages of students graduating with post-secondary plans. Student tutors supported Low Income Students, English Learners, and Foster Youth. The Migrant counselor provided important information sessions and counseling for Migrant and English Learner students and their parents on navigating college enrollment and accessing resources such as DACA information for post-secondary preparation.

We continue to be challenged to find a qualified ASL teacher so that class was not conducted as planned. In order to address the challenge that many of our incoming Low-Income and English Learner freshman students did not have devices to access the internet at home, a necessary condition to successfully complete home work assignments and to do research outside of the classroom, the District successfully provided Chromebooks for those students to use at home.

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

The was no material difference for this action.

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

Action 1:
This action has been generally effective in preparing our high school students for post-secondary success over the last several years, with College and Career Readiness, A-G and CTE completion rates, AP pass rate, and Golden State Merit Seal diplomas increasing, while there were declines in graduation rates and percentages of students "ready" on the EAP ELA assessment.

After the greater-than-doubled increases in the percentages of All Students, Low-Income students, and Hispanic students scoring "Ready" for college ELA in 2023, those groups saw declines in 2024 percentages. All groups saw slight increases in math. The lack of English Learners, LTEL, and Students with Disabilities meeting standard remains a cause for concern. Inequalities in percentages of 11th grade students scoring "Ready" in the EAP (exceeding standard on SBAC) are clearly apparent between Low-Income students and non-Low-Income students in both ELA and math, evidence that compounds the difference between Low-Income and overall percentages. Math assessment results were low for all students groups, with similar inequalities in results. Also clearly seen are the inequalities between English Learners, Students with Exceptional Needs and overall results in both subject areas.
The significant increases in 2023 were followed by declines for Overall grad rates and for all student groups. Overall, Low-Income, LTEL, and Hispanic student groups were above 90%. English Learners saw a decline that led to widening inequalities in results compared to Overall. Students with Disabilities also experienced an increasing gap in graduation rates, along with White students. In examining the results, we have identified a combination group that, with focused support, should be more successful in meeting graduation requirements and raising Overall and certain groups' results. However, due to the small (<11) number of students in the combination group, privacy concerns constrain the District from any further identification.
For the second year in a row, there were increases in College and Career Readiness Overall and for all student groups, with the exceptions of Students with Disabilities and White students. The rate for our English Learners and LTEL continued to increase at a faster rate than All Students, further closing that inequality. Overall, Low-Income, LTEL, and Hispanic student groups' results were all in the Green (High) performance level. English Learners' results improved to the Yellow (Medium) level.
Confirming the College Readiness data, the percentages of students meeting the basic requirements for admission to U.C. or C.S.U. (A-G completion rates) increased for most groups. English Learners and Low-Income students increased at a more rapid rate than Overall results, further closing that inequality. The percentage for LTEL was even higher than for overall English Learners. The increases for both those groups indicate that an increasing number of English Learners are prepared for enrollment in university. Results for CTE completion

rates were in a very similar pattern to the A-G results, with Low-Income students and English Learners further closing inequalities in performance with Overall results. The A-G and CTE completion rates, combined with the College and Career Readiness data, demonstrate that Action 3.1 is reaping the planned results in high school success for our Low-Income students and English Learners.
Included in the 2024 graduation cohort were 31.7% of graduates with Golden State Merit Seal diplomas, a 5% increase from 2023.

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.

Added "Long-Term English Learners (LTEL)" to EAP, A-G completion, CTE completion, Combined A-G and CTE completion, Graduation rate, and College and Career Indicator metrics because results were reported for the first time on the 2024 Dashboard.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	College & Career and Post-Secondary Education	To achieve its goal of guiding and preparing all students, including Low-Income students, English learners, and Foster Youth for post-secondary opportunities, the District will provide: • Increased access to counseling services for Low Income Students, English Learners, and Foster Youth at the high school • Increased academic guidance and academic opportunities to participate in a broad course of study in preparation for post-secondary eligibility to better meet the needs of Low Income Students, English Learners, and Foster Youth. • Monitoring of Low Income Students, English Learners, Foster Youth progress in meeting post-secondary eligibility, utilizing various data systems to review graduation requirements, A-G and CTE completion, and enrolled in courses necessary to apply to four-year universities, prepare for enrollment in a community college, and/or prepared to successfully enter the military or workforce after graduation. • Provide American Sign Language as a CTE class to increase the employability of our Low-Income students post graduation. • College and career field trips for Low Income Students, English Learners, and Foster Youth in grades 7th-12th	$2,322,263.00	Yes

Action #	Title	Description	Total Funds	Contributing
		• FASFA and Dream Act workshops for Low Income Students, English Learners, and Foster Youth • College prep workshops for Low Income Students, English Learners, and Foster Youth • Recruiting Low-Income students, English Learners, Foster Youth, and homeless students for AP classes • PSAT fees • A CTE/ROP Coordinator to support Low Income Students, English Learners, and Foster Youth in completing pathways • A High School Migrant Counselor who assists parents with EL and Low-Income Migrant program activities, recruit for migrant conferences and events • Low Income Students, English Learners, and Foster Youth parents' conferences regarding: student academic progress, post-secondary plans, and personal needs • Continued implementation of a plan for student tutors to support Low Income Students, English Learners, and Foster Youth • Hire and College and Career Readiness Coordinator to oversee and coordinate implementation of all elements of this action. • Hire a Careers in Education instructor to guide students in that pathway. • Chromebooks will be purchased for all incoming freshmen.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	By the end of the 2026-2027 school year, the percentage of MARC High students are placing at the "Prepared" level on the College and Career Indicator from the California School Dashboard will increase to 10% or greater. By the end of the 2026-2027 school year, the percentage of MARC High students on the Suspension Rate Indicator from the California School Dashboard will decrease to 2% or less.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

For the 2025-26 school year, MARC High has again been identified as eligible for Equity Multiplier funding. On the 2024 California School Dashboard, 8.3% of MARC High students placed at the "Prepared" level on the College and Career Indicator, an increase from 0% the prior year. Goal 4 will continue as a focus goal to increase the percentage of students placing at that level.

On the 2024 Dashboard, the MARC High suspension rate increased from 0% to 2.3%, at the Orange performance level. To address that, and after consultation with Educational partners, Action 4.3 will be added to this goal.

Educational Partners agree that it would benefit the students enrolled in MARC High to fulfill the academic and/or CTE requirements for "Prepared" status on the indicator.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	California School Dashboard College and Career Indicator % of students "Prepared"	All students~ 0% [2023 California School Dashboard]	All students~ 8.3% Low-Income -- 8.3% [2024 California School Dashboard]		All students~ 10% [2026 California School Dashboard]	All students~ 8.3% improvement Low-Income -- 8.3% improvement

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.2	California School Dashboard: Suspension Rate	All students -- 2.3% Low-Income -- 2.4% Hispanic -- 2.9% [2024 California School Dashboard]	All students -- 2.3% Low-Income -- 2.4% Hispanic -- 2.9% [2024 California School Dashboard]		All students -- 2% Low-Income -- 2% Hispanic -- 2% [2026 California School Dashboard]	Baseline established with 2024 Dashboard.

Goal Analysis [2024-25]

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.

All actions were implemented as planned. MARC High was successful in expanding CTE course offerings through online and in-person experiences and concurrent participation in CHS classes. Students worked on hands-on projects related to possible career pathways. MARC High students had opportunities to participate in project based learning activities through in-class projects and community-based projects.

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.

There were no material differences.

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

Actions 4.1 and 4.2 were effective, as evidenced by the increases in the percentage of students meeting the criteria for College and Career Readiness.

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.

Action 4.3 was added to address suspension rates.

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	CTE Pathways	MARC High will research opportunities and then implement them to expand CTE course offerings. Many CTE courses emphasize project-based learning, where students work on hands-on projects related to their chosen career pathways. These projects often require students to apply learned skills in authentic ways, such as conducting research, analyzing data, writing reports, or presenting findings. Engaging in these activities reinforces and deepens students' understanding of the opportunities for post-secondary careers. Once the opportunities/activities are identified, the action will be updated.	$28,743.00	No
4.2	Project Based Learning Activities	MARC High will research and then implement project based learning activities through a combination of project and community-based projects. MARC High will actively engage students in their learning journey, fostering meaningful connections between academic content and real-world applications. By integrating these dynamic approaches, we aim to not only enrich students' educational experiences but also to drive tangible improvements in the number of students completing CTE pathways. Once the opportunities/activities are identified, the action will be updated.	$30,000.00	No
4.3	Scocial-Emotional Supports	We will utilize counselors and programs which will include social and emotional supports to work with students with their specific needs.	$535.00	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2025-26]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$7,677,533	$985,898

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
40.073%	0.000%	$0.00	40.073%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.2	**Action:** Professional Development for Staff **Need:** "Distance from Standard" (DFS) results for English Language Arts (ELA) show declines for Low-Income students, and improvements for English Learners. The inequality between EL and Overall results was diminished from the prior year. Low-Income students also closed the gap with Overall results in ELA, but	District instructional staff will participate in targeted professional development to improve practices that uses student data to make instructional decisions, and enhance the available strategies that teachers have to promote learning for Low-Income students, English Learners, and Foster Youth. Teachers and instructional aides will be engaged in relevant and timely learning opportunities, including workshops, demonstration lessons, and coaching, that support the design and delivery of lessons based on state adopted	• California School Dashboard: ELA Distance from Standard • California School Dashboard: Math Distance from Standard • SBAC ELA: Percentage of

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
	not in the fashion we would have liked to see. Inequalities persist in the achievement of Low-Income (LI) students, ELs, and Long-Term English Learners (LTEL) when compared to the Overall student achievement. Results in math were positive for Low-Income students and English Learners. Overall results improved, with LI students and ELs both closing gaps in results in comparison to those Overall. English Learners, including LTEL, achieved significant increases in Math performance. As with ELA, inequalities persist in the achievement of Low-Income (LI) students, ELs, and Long-Term English Learners (LTEL) when compared to the Overall student achievement. The inequality between EL students and Low-Income students, compared with Overall results was also diminished from the prior year. The percentages of students "Meeting or Exceeding Standard" in ELA showed similar results to those for the DFS. Low-Income students kept pace with Overall result in ELA, but barely closed ground. Unlike DFS results, English Learners experienced a decline in ELA performance compared to the prior year. "Distance from Standard" results includes the scores of all students who took the assessment, while "Meeting or Exceeding Standard" only includes those who scored at standard or above. Comparing the two measures, it appears that EL students who have struggled more in the past to be successful are improving more quickly, and so scoring closer to standard, while the	frameworks, standards, and best instructional practices. All lessons will meet the rigor of the California State Standards and subject matter frameworks. Instructional staff will engage in regular, on-site collaboration in a Professional Learning Community (PLC). With the support of coaches, site administrators, and District staff, they will also engage in observations, coaching, and reflection on instructional improvement. This action is expected to significantly increase academic outcomes for Low-Income students, English Learners, and Foster Youth, since it is designed to provide staff a broader and more effective "toolkit" to differentiate instruction and meet the the identified needs of their students. The collaboration among teachers in their PLCs will enhance the effective use of data to identify areas in which students are progressing well, and those in which progress is not occurring. Collaboration will also be a forum for sharing ideas for addressing students' needs to target concerns for discrete student groups. Demonstration lessons and coaching will present and examine instructional practices in "real time", allowing teachers to adjust and improve more quickly to meet their students; needs. In order to maximize its impact in increasing academic outcomes for all students, this action is being provided on an LEA-wide basis.	students assessed meeting or exceeding standard • SBAC Math: Percentage of students assessed meeting or exceeding standard • ELPAC Summative Assessment: Rate of English Learner Students Making Progress toward English Proficiency • Reclassification Rate

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
	percentages in the higher ranges have slightly slipped back. In math, results for "Meeting or Exceeding Standard" were also similar to the DFS. Low-Income students' and English Learners' performance improved. The inequality between EL students and Low-Income students, compared with Overall results was also diminished from the prior year. English Language Proficiency Assessment for California (ELPAC) Summative results reported on the Dashboard show that 53.0% of our English Learners are making a year or more growth in acquiring English language skills, maintaining close to the 53.6% from the prior year. Long-Term English Learner results were 65.3% making a year or more growth, an increase of 7.3% and in the Blue, or "Very High" performance level. The reclassification rate was in double digits for the third year in a row, increasing from 14.4% to 18.4%. Though results from the state's academic assessments were mixed, the increases for the EL student group in DFS, and the improvements for Low-Income and EL in math suggest that our efforts to provide professional development activities to address their needs are having a positive impact. ELPI and reclassification rates also indicate that activities to support instructional staff to meet the language acquisition needs of ELs are reaping positive results. However, inequalities in percentages of students "Meeting or Exceeding Standard" are apparent between LI students and non-LI students in both ELA and math, evidence that		

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
	compounds the difference between Low-Income and Overall percentages. The gaps between results for EL and LTEL and those Overall highlight the continued need to provide additional supports for those student groups that have demonstrated positive results in math and, we expect to see in ELA as well. An analysis of local conditions determined that the District needs to continue to provide staff with a broader and more effective "toolkit" to differentiate instruction and meet the the identified needs of their students, including decoding, literacy skills, academic vocabulary, reading comprehension, and mathematical rules and operations to be able to address the inequalities in learning outcomes in ELA, ELD, and Math reflected in the data described above. Additionally, the 2025 District survey of teachers indicate that Next-Generation Science Standards and History/Social Studies are the areas in which teachers feel more training and support are needed. District teachers assessed the implementation of state standards at 3.5 points out of 5, equivalent to beyond initial implementation and not yet reaching high implementation. **Scope:** LEA-wide		
1.3	**Action:** Student Data and Assessment **Need:**	The District will provide the following data sources for ongoing assessment of students' progress and to inform instructional decision-making: • Illuminate Data	• California School Dashboard: ELA

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
	"Distance from Standard" (DFS) results for English Language Arts (ELA) show declines for Low-Income students, and improvements for English Learners. The inequality between EL and Overall results was diminished from the prior year. Low-Income students also closed the gap with Overall results in ELA, but not in the fashion we would have liked to see. Inequalities persist in the achievement of Low-Income (LI) students, ELs, and Long-Term English Learners (LTEL) when compared to the Overall student achievement. Results in math were positive for Low-Income students and English Learners. Overall results improved, with LI students and ELs both closing gaps in results in comparison to those Overall. English Learners, including LTEL, achieved significant increases in Math performance. As with ELA, inequalities persist in the achievement of Low-Income (LI) students, ELs, and Long-Term English Learners (LTEL) when compared to the Overall student achievement. The inequality between EL students and Low-Income students, compared with Overall results was also diminished from the prior year. The percentages of students "Meeting or Exceeding Standard" in ELA showed similar results to those for the DFS. Low-Income students kept pace with Overall result in ELA, but barely closed ground. Unlike DFS results, English Learners experienced a decline in ELA performance compared to the prior year. "Distance from Standard" results includes the scores of all students who took the assessment, while "Meeting or Exceeding	• Benchmarks • Self-Assessments/Rubrics • PARSEC data representations and training The District will maintain an Assessment Specialist. This action is expected to significantly increase academic outcomes for Low-Income students, English Learners, and Foster Youth, because it will build the capacity of the instructional staff to collect, analyze, and effectively use data about our students to meet their academic and other needs. The fundaments of Professional Learning Communities that are organized to create better outcomes for students are collecting the right data and using it well to plan. This will enable our teachers to plan instruction based on effective practices that use data to target the needs of our Low-Income students, English Learners, and Foster Youth. The Assessment Specialist will ensure that the assessments and data are readily available for instructional staff to access for monitoring, evaluation, and targeting instruction to meet the needs of struggling students. As a modification, the ELPI metric will be added to this action as an additional measure of its impact on English Learners. As an additional modification, disaggregated iReady data will be added as a metric to measure the impact on the academic progress of Low-Income students, English Learners, and Foster Youth. In order to maximize its impact in increasing academic outcomes for all students, this action is	Distance from Standard • California School Dashboard: Math Distance from Standard • SBAC ELA: Percentage of students assessed meeting or exceeding standard • SBAC Math: Percentage of students assessed meeting or exceeding standard • ELPAC Summative Assessment: Rate of English Learner Students Making Progress toward English Proficiency • iReady Reading • iReady Math

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
	Standard" only includes those who scored at standard or above. Comparing the two measures, it appears that EL students who have struggled more in the past to be successful are improving more quickly, and so scoring closer to standard, while the percentages in the higher ranges have slightly slipped back. In math, results for "Meeting or Exceeding Standard" were also similar to the DFS. Low-Income students' and English Learners' performance improved. The inequality between EL students and Low-Income students, compared with Overall results was also diminished from the prior year. English Language Proficiency Assessment for California (ELPAC) Summative results reported on the Dashboard show that 53.0% of our English Learners are making a year or more growth in acquiring English language skills, maintaining close to the 53.6% from the prior year. Long-Term English Learner results were 65.3% making a year or more growth, an increase of 7.3% and in the Blue, or "Very High" performance level. The reclassification rate was in double digits for the third year in a row, increasing from 14.4% to 18.4%. Though results from the state's academic assessments were mixed, the increases for the EL student group in DFS, and the improvements for Low-Income and EL in math suggest that our efforts to use a variety of data sources for ongoing assessment of students' progress and to inform instructional decision-making are having a positive impact. ELPI and reclassification rates also indicate that	being provided on an LEA-wide basis.	

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
	using data sources to assess progress, identify gaps, and develop strategies to meet the language acquisition needs of ELs are reaping positive results. However, inequalities in percentages of students "Meeting or Exceeding Standard" are apparent between LI students and non-LI students in both ELA and math, evidence that compounds the difference between Low-Income and Overall percentages. The gaps between results for EL and LTEL and those Overall highlight the continued need to use data to identify and address the needs of those student groups that have demonstrated positive results in math and, we expect to see in ELA as well. 2025 iReady Diagnostic 3 assessment results, compared to the prior year's Diagnostic 3, show that Overall results improved in reading from the prior year, and that Low-Income students and English Learners improved as well. All student groups showed improvement in math. Low-Income students and English Learners had strong increases in percentages at or above grade level in both areas. Since the iReady data provide us with immediate, actionable information, we believe that the iReady results show that the current implementation of this action is having a positive impact and needs to be continued. The above data indicate that the District is making progress, and a systematic approach in analyzing data remains a need. Implementation of the data systems and		

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	analyzing data from supplemental materials to assess the effectiveness of various supplemental programs in decreasing inequalities between Low-Income students, English Learners, and Foster Youth and their non-Low Income peers and the overall population is becoming increasingly used. Additional training and easier access to data should remove barriers to in-depth analysis and interpretation of the data so teachers can better use it to inform instruction. **Scope:** LEA-wide		
1.4	**Action:** Supplemental Instruction and Materials **Need:** "Distance from Standard" (DFS) results for English Language Arts (ELA) show declines for Low-Income students, and improvements for English Learners. The inequality between EL and Overall results was diminished from the prior year. Low-Income students also closed the gap with Overall results in ELA, but not in the fashion we would have liked to see. Inequalities persist in the achievement of Low-Income (LI) students, ELs, and Long-Term English Learners (LTEL) when compared to the Overall student achievement. Results in math were positive for Low-Income students and English Learners. Overall results improved, with LI students and ELs both closing gaps in results in comparison to those	The District will research, purchase, and implement supplemental instructional materials that will support acceleration and mitigate learning loss, including reading materials that will support accelerated reading improvement. The District will make decisions based on evidence. The materials and implementation strategies may include: • Instructional programs that are supplemental to the core • Supplemental English language arts support curricula • iReady math and reading • Technology to implement supplemental curricula • Staff and supplementary materials to conduct a District Reading Lab that provides intensive intervention and support for Low-Income students, English Learners, and Foster Youth who are	• California School Dashboard: ELA Distance from Standard • California School Dashboard: Math Distance from Standard • SBAC ELA: Percentage of students assessed meeting or exceeding standard • SBAC Math: Percentage of students assessed

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Overall. English Learners, including LTEL, achieved significant increases in Math performance. As with ELA, inequalities persist in the achievement of Low-Income (LI) students, ELs, and Long-Term English Learners (LTEL) when compared to the Overall student achievement. The inequality between EL students and Low-Income students, compared with Overall results was also diminished from the prior year. The percentages of students "Meeting or Exceeding Standard" in ELA showed similar results to those for the DFS. Low-Income students kept pace with Overall result in ELA, but barely closed ground. Unlike DFS results, English Learners experienced a decline in ELA performance compared to the prior year. "Distance from Standard" results includes the scores of all students who took the assessment, while "Meeting or Exceeding Standard" only includes those who scored at standard or above. Comparing the two measures, it appears that EL students who have struggled more in the past to be successful are improving more quickly, and so scoring closer to standard, while the percentages in the higher ranges have slightly slipped back. In math, results for "Meeting or Exceeding Standard" were also similar to the DFS. Low-Income students' and English Learners' performance improved. The inequality between EL students and Low-Income students, compared with Overall results was also diminished from the prior year.	struggling in reading, including increased instructional aide support. • Guided reading materials that are supplemental to the core reading program • Continue an Opportunities Class teacher to conduct classes that will address learning loss on a more individual basis. This action is expected to significantly increase academic outcomes for Low-Income students, English Learners, and Foster Youth, since it is designed to address their identified needs in math and ELA. Diagnostic information from iReady and other assessments and data sources described in Action 1.3 will be used to identify specific student areas of need for intervention and support. Teachers' collaboration described in Action 1.2 will be an opportunity to share results and assist each other in identifying the supplemental materials and instruction that provide the best opportunities for improvement within the classroom, including guided reading materials for group or individual intervention. For those students who are experiencing the greatest struggles in reading progress, the District Reading Lab teacher will provide intensive intervention and support. The Opportunities Class teacher will conduct classes that will address diagnosed learning gaps in a more individualized manner, again using the supplemental materials identified as most likely to meet the student's need. As a modification, the ELPI metric will be added to this action as an additional measure of its impact on English Learners. As an additional modification, disaggregated iReady data will be added as a	meeting or exceeding standard • ELPAC Summative Assessment: Rate of English Learner Students Making Progress toward English Proficiency • iReady Reading • iReady Math • Educational Partner Feedback

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
	English Language Proficiency Assessment for California (ELPAC) Summative results reported on the Dashboard show that 53.0% of our English Learners are making a year or more growth in acquiring English language skills, maintaining close to the 53.6% from the prior year. Long-Term English Learner results were 65.3% making a year or more growth, an increase of 7.3% and in the Blue, or "Very High" performance level. The reclassification rate was in double digits for the third year in a row, increasing from 14.4% to 18.4%. Though results from the state's academic assessments were mixed, the increases for the EL student group in DFS, and the improvements for Low-Income and EL in math suggest that providing supplemental instruction and materials is having a positive impact. However, inequalities in percentages of students "Meeting or Exceeding Standard" are apparent between LI students and non-LI students in both ELA and math, evidence that compounds the difference between Low-Income and Overall percentages. The gaps between results for EL and LTEL and those Overall highlight the continued need to use data to identify and address the needs of those student groups that have demonstrated positive results in math and, we expect to see in ELA as well. 2025 iReady Diagnostic 3 assessment results, compared to the prior year's Diagnostic 3, show that Overall results improved in reading from the prior year, and that Low-Income	metric to measure the impact on the academic progress of Low-Income students, English Learners, and Foster Youth. In order to maximize its impact in increasing academic outcomes for all students, this action is being provided on an LEA-wide basis.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	students and English Learners improved as well. All student groups showed improvement in math. Low-Income students and English Learners had strong increases in percentages at or above grade level in both areas. Since the iReady data are as of May, 2025, they reflect the immediate impact of the supplemental materials and supports. We believe that the iReady results show that the current implementation of this actionsis having a positive impact and needs to be continued. 92% of parents responded that "My child receives the support he/she needs to succeed in school," and 84% that the District "provides families with information and resources to support student learning and development in the home". These results confirm the need to continue additional supports for reading and math, including the Reading Lab, and iReady, that provides diagnoses and recommendations for reteaching and support. **Scope:** LEA-wide		
1.5	**Action:** Instructional Leadership and Guidance Support **Need:** "Distance from Standard" (DFS) results for English Language Arts (ELA) show declines for Low-Income students, and improvements	School effectiveness research supports the need for school leaders to exhibit strong instructional leadership, especially in supporting teachers in developing the individual self-efficacy that combines into collective self-efficacy. In order to maintain and build effective site leadership that leads to increased academic outcomes for students and decreased inequalities in	• California School Dashboard: ELA Distance from Standard • California School Dashboard: Math

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
	for English Learners. The inequality between EL and Overall results was diminished from the prior year. Low-Income students also closed the gap with Overall results in ELA, but not in the fashion we would have liked to see. Inequalities persist in the achievement of Low-Income (LI) students, ELs, and Long-Term English Learners (LTEL) when compared to the Overall student achievement. Results in math were positive for Low-Income students and English Learners. Overall results improved, with LI students and ELs both closing gaps in results in comparison to those Overall. English Learners, including LTEL, achieved significant increases in Math performance. As with ELA, inequalities persist in the achievement of Low-Income (LI) students, ELs, and Long-Term English Learners (LTEL) when compared to the Overall student achievement. The inequality between EL students and Low-Income students, compared with Overall results was also diminished from the prior year. The percentages of students "Meeting or Exceeding Standard" in ELA showed similar results to those for the DFS. Low-Income students kept pace with Overall result in ELA, but barely closed ground. Unlike DFS results, English Learners experienced a decline in ELA performance compared to the prior year. "Distance from Standard" results includes the scores of all students who took the assessment, while "Meeting or Exceeding Standard" only includes those who scored at standard or above. Comparing the two measures, it appears that EL students who	performance results between Low- Income students, English Learners, Foster Youth and the higher- performing student groups, the District will support the following activities: • Coaching, extra time, and professional learning activities for School Leadership Teams • Coaching, extra time, and professional learning activities for instructional planning, design, and support This action is expected to significantly increase academic outcomes for Low-Income students, English Learners, and Foster Youth, because it will build the capacity of the Principal and other staff to guide the collection, analysis, and effective use of data about our students to meet their academic and other needs, as research confirms that school leadership has a significant impact on the quality of instruction that occurs at a school. Higher quality first instruction will better address needs of our students in ELA, Math, and ELD. As a modification, the ELPI metric will be added to this action as an additional measure of its impact on English Learners. In order to maximize its impact in increasing academic outcomes for all students, this action is being provided on an LEA-wide basis.	Distance from Standard • SBAC ELA: Percentage of students assessed meeting or exceeding standard • SBAC Math: Percentage of students assessed meeting or exceeding standard • ELPAC Summative Assessment: Rate of English Learner Students Making Progress toward English Proficiency • Reclassification Rate

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
	have struggled more in the past to be successful are improving more quickly, and so scoring closer to standard, while the percentages in the higher ranges have slightly slipped back. In math, results for "Meeting or Exceeding Standard" were also similar to the DFS. Low-Income students' and English Learners' performance improved. The inequality between EL students and Low-Income students, compared with Overall results was also diminished from the prior year. English Language Proficiency Assessment for California (ELPAC) Summative results reported on the Dashboard show that 53.0% of our English Learners are making a year or more growth in acquiring English language skills, maintaining close to the 53.6% from the prior year. Long-Term English Learner results were 65.3% making a year or more growth, an increase of 7.3% and in the Blue, or "Very High" performance level. The reclassification rate was in double digits for the third year in a row, increasing from 14.4% to 18.4%. Though results from the state's academic assessments were mixed, the increases for the EL student group in DFS, and the improvements for Low-Income and EL in math suggest that this action is having a positive impact. It is our experience that school leadership has a significant impact on the quality of instruction that occurs at a school. In Coherence, Dr. Michael Fullan described the importance of the school principal as "lead learner" in motivating and guiding teachers to professional study and		

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	improvement. In a 2021 study published by the Wallace Foundation, authors Jason A. Grissom, Anna J. Egalite and Constance A. Lindsay found that "An effective principal's impact is stronger and broader than previously thought, making it "difficult to envision" a higher return on investment in K-12 education than the cultivation of high-quality school leadership." Inequalities in percentages of students "Meeting or Exceeding Standard" are apparent between LI students and non-LI students in both ELA and math, evidence that compounds the difference between Low-Income and Overall percentages. The gaps between results for EL and LTEL and those Overall highlight the continued need to invest in our principals' professional learning, and also building the leadership capacity of other staff as a succession plan will be a boon to our Low-Income students, English Learners, and Foster Youth. Certificated Educational partners cited "Staff and administration are highly supportive, creating a caring and collaborative environment for both students and teachers." A theme of responses from Classified Educational partners was that "The administration and staff work hard to create opportunities for students..." **Scope:** LEA-wide		

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.8	**Action:** Extended Learning **Need:** "Distance from Standard" (DFS) results for English Language Arts (ELA) show declines for Low-Income students, and improvements for English Learners. The inequality between EL and Overall results was diminished from the prior year. Low-Income students also closed the gap with Overall results in ELA, but not in the fashion we would have liked to see. Inequalities persist in the achievement of Low-Income (LI) students, ELs, and Long-Term English Learners (LTEL) when compared to the Overall student achievement. Results in math were positive for Low-Income students and English Learners. Overall results improved, with LI students and ELs both closing gaps in results in comparison to those Overall. English Learners, including LTEL, achieved significant increases in Math performance. As with ELA, inequalities persist in the achievement of Low-Income (LI) students, ELs, and Long-Term English Learners (LTEL) when compared to the Overall student achievement. The inequality between EL students and Low-Income students, compared with Overall results was also diminished from the prior year. The percentages of students "Meeting or Exceeding Standard" in ELA showed similar results to those for the DFS. Low-Income students kept pace with Overall result in ELA, but barely closed ground. Unlike DFS results, English Learners experienced a decline in ELA	To increase academic outcomes for students and decrease inequalities in performance results between Low Income Students, English Learners, Foster Youth and higher-performing student groups, the District will provide extended learning programs for learning recovery, acceleration, enrichment, English language development, credit recovery, and original credit classes for grades TK-12. that include: • Before and/or After School extended learning sessions • Tutoring • Summer School Across grades K–12, increased learning time programs had a small but statistically significant positive effect on students' academic motivation (defined as school attendance, homework completion, teachers' assessments of students' work effort in class, and students' self- reports of their motivation to learn), compared with similar students who did not participate in the programs." [Kidron and Lindsay, 2014]. Expanded learning time after-school, after-school tutoring, and in summer school provides extended time for teachers to work with students on basic literacy and mathematics skills. English Learners will receive additional English language development opportunities. Enrichment classes will build background knowledge that is necessary for building vocabulary and increasing reading and writing achievement. The progress of students participating in expanded learning programs will be more closely followed through data collection and review, and concerns with students' progress shared promptly with parents, along with	• California School Dashboard: ELA Distance from Standard • California School Dashboard: Math Distance from Standard • SBAC ELA: Percentage of students assessed meeting or exceeding standard • SBAC Math: Percentage of students assessed meeting or exceeding standard • ELPAC Summative Assessment: Rate of English Learner Students Making Progress toward English Proficiency • Reclassification Rate • iReady Reading • iReady Math

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	performance compared to the prior year. "Distance from Standard" results includes the scores of all students who took the assessment, while "Meeting or Exceeding Standard" only includes those who scored at standard or above. Comparing the two measures, it appears that EL students who have struggled more in the past to be successful are improving more quickly, and so scoring closer to standard, while the percentages in the higher ranges have slightly slipped back. In math, results for "Meeting or Exceeding Standard" were also similar to the DFS. Low-Income students' and English Learners' performance improved. The inequality between EL students and Low-Income students, compared with Overall results was also diminished from the prior year. English Language Proficiency Assessment for California (ELPAC) Summative results reported on the Dashboard show that 53.0% of our English Learners are making a year or more growth in acquiring English language skills, maintaining close to the 53.6% from the prior year. Long-Term English Learner results were 65.3% making a year or more growth, an increase of 7.3% and in the Blue, or "Very High" performance level. The reclassification rate was in double digits for the third year in a row, increasing from 14.4% to 18.4%. Though results from the state's academic assessments were mixed, the increases for the EL student group in DFS, and the improvements for Low-Income and EL in math	suggestions for help at home. We expect that academic outcomes for Low-Income students, English Learners, and Foster Youth will be improved by supporting a more effective use of extended learning opportunities for students' success by honing in on progress indicators to judge its effectiveness, especially for English Learners. As a modification, the ELPI metric will be added to this action as an additional measure of its impact on English Learners. As an additional modification, disaggregated iReady data will be added as a metric to measure the impact on the academic progress of Low-Income students, English Learners, and Foster Youth. In order to maximize its impact in increasing academic outcomes for all students, this action is being provided on an LEA-wide basis.	

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	suggest that providing expanded learning time is having a positive impact. However, inequalities in percentages of students "Meeting or Exceeding Standard" are apparent between LI students and non-LI students in both ELA and math, evidence that compounds the difference between Low-Income and Overall percentages. The gaps between results for EL and LTEL and those Overall highlight the continued need to use data to identify and address the needs of those student groups that have demonstrated positive results in math and, we expect to see in ELA as well. 2025 iReady Diagnostic 3 assessment results, compared to the prior year's Diagnostic 3, show that Overall results improved in reading from the prior year, and that Low-Income students and English Learners improved as well. All student groups showed improvement in math. Low-Income students and English Learners had strong increases in percentages at or above grade level in both areas. Since the iReady data are as of May, 2025, we believe that the iReady results show that the current implementation of the extended learning program is having a positive impact and needs to be continued. The data indicated that, despite gains for unduplicated pupils, our Low-Income students, English Learners, and Foster Youth still struggle in English Language Arts and Math. In order to close the identified inequalities in those areas, they need the gift		

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	and the benefit of additional time. Extended learning time will extend the opportunities to address the basics where they continue to struggle. For English Learners, the additional need is more time to hear and practice the academic language that is required to be successful in the content areas. They, too, need the gift of time. **Scope:** LEA-wide		
1.10	**Action:** Smaller Class Sizes **Need:** "Distance from Standard" (DFS) results for English Language Arts (ELA) show declines for Low-Income students, and improvements for English Learners. The inequality between EL and Overall results was diminished from the prior year. Low-Income students also closed the gap with Overall results in ELA, but not in the fashion we would have liked to see. Inequalities persist in the achievement of Low-Income (LI) students, ELs, and Long-Term English Learners (LTEL) when compared to the Overall student achievement. Results in math were positive for Low-Income students and English Learners. Overall results improved, with LI students and ELs both closing gaps in results in comparison to those Overall. English Learners, including LTEL, achieved significant increases in Math performance. As with ELA, inequalities persist	The District will provide staffing to maintain smaller class sizes in 4th through 12th grades. By providing smaller class sizes in grades 4-12, we expect that our English Learners, Foster Youth, and Low-Income students will show increased achievement in ELA and math as demonstrated on SBAC assessments. Glass and Smith concluded in their 1979 study of the impact of class size on student achievement that “A clear and strong relationship between class size and achievement has emerged... There is little doubt, that other things being equal, more is learned in smaller classes.” Based on research, and in our experience, having smaller class sizes allows teachers and instructional aides to provide extra, more individualized support to students in math to support acceleration is expected to increase learning outcomes for English learners, Foster Youth, and Low-Income students who are struggling. Feedback and acceleration in a small group setting is expected to have an effect size on improvement for those students of almost twice	• California School Dashboard: ELA Distance from Standard • California School Dashboard: Math Distance from Standard • ELPAC Summative Assessment: Rate of English Learner Students Making Progress toward English Proficiency • Reclassification Rate • SBAC ELA: Percentage of students assessed

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	in the achievement of Low-Income (LI) students, ELs, and Long-Term English Learners (LTEL) when compared to the Overall student achievement. The inequality between EL students and Low-Income students, compared with Overall results was also diminished from the prior year. The percentages of students "Meeting or Exceeding Standard" in ELA showed similar results to those for the DFS. Low-Income students kept pace with Overall result in ELA, but barely closed ground. Unlike DFS results, English Learners experienced a decline in ELA performance compared to the prior year. "Distance from Standard" results includes the scores of all students who took the assessment, while "Meeting or Exceeding Standard" only includes those who scored at standard or above. Comparing the two measures, it appears that EL students who have struggled more in the past to be successful are improving more quickly, and so scoring closer to standard, while the percentages in the higher ranges have slightly slipped back. In math, results for "Meeting or Exceeding Standard" were also similar to the DFS. Low-Income students' and English Learners' performance improved. The inequality between EL students and Low-Income students, compared with Overall results was also diminished from the prior year. The gaps between results for EL and LTEL and those Overall highlight the continued need for smaller class sizes that allow teachers and instructional aides to provide extra, more	(.76) the threshold for gains. ELA and math data show positive outcomes for Low-Income students from this action during the past two years of implementation. As a modification, the ELPI metric will be added to this action as an additional measure of its impact on English Learners. In order to maximize its impact in increasing academic outcomes for all students, this action is being provided on an LEA-wide basis.	meeting or exceeding standard • SBAC Math: Percentage of students assessed meeting or exceeding standard

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	individualized support to students in math and ELA to support acceleration. English Language Proficiency Assessment for California (ELPAC) Summative results reported on the Dashboard show that 53.0% of our English Learners are making a year or more growth in acquiring English language skills, maintaining close to the 53.6% from the prior year. Long-Term English Learner results were 65.3% making a year or more growth, an increase of 7.3% and in the Blue, or "Very High" performance level. The reclassification rate was in double digits for the third year in a row, increasing from 14.4% to 18.4%. Though results from the state's academic assessments were mixed, the increases for the EL student group in DFS, and the improvements for Low-Income and EL in math suggest that providing expanded learning time is having a positive impact. However, inequalities in percentages of students "Meeting or Exceeding Standard" are apparent between LI students and non-LI students in both ELA and math, evidence that compounds the difference between Low-Income and Overall percentages. 2025 iReady Diagnostic 3 assessment results, compared to the prior year's Diagnostic 3, show that Overall results improved in reading from the prior year, and that Low-Income students and English Learners improved as well. All student groups showed improvement in math. Low-Income students and English Learners had strong increases in percentages at or above grade level in both areas. Since		

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	the iReady data are as of May, 2025, we believe that the iReady results show that the current implementation of these actions is having a positive impact and needs to be continued. The data indicate that, despite gains for unduplicated pupils, our Low-Income students, English Learners, and Foster Youth still struggle in English Language Arts and Math. In order to close the identified inequalities in those areas, Low-Income students, English Learners and Foster Youth need more targeted and individual supports that can be provided by smaller class sizes. Smaller class sizes will result in more teacher time available to unduplicated pupils who continue to struggle. For English Learners, the additional attention and targeted small group instruction possible with smaller class sizes can result in increased learning in the content areas and maintain reclassification rate gains. **Scope:** LEA-wide		
1.14	**Action:** Addressing the Needs of Long-Term English Learners **Need:**		

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	Scope: LEA-wide		
1.15	**Action:** Provide Improved Excellent Instruction **Need:** "Distance from Standard" (DFS) results for English Language Arts (ELA) show declines for Low-Income students, and improvements for English Learners. The inequality between EL and Overall results was diminished from the prior year. Low-Income students also closed the gap with Overall results in ELA, but not in the fashion we would have liked to see. Inequalities persist in the achievement of Low-Income (LI) students, ELs, and Long-Term English Learners (LTEL) when compared to the Overall student achievement. Results in math were positive for Low-Income students and English Learners. Overall results improved, with LI students and ELs both closing gaps in results in comparison to those Overall. English Learners, including LTEL, achieved significant increases in Math performance. As with ELA, inequalities persist in the achievement of Low-Income (LI) students, ELs, and Long-Term English Learners (LTEL) when compared to the Overall student achievement. The inequality between EL students and Low-Income students, compared with Overall results was also diminished from the prior year. The percentages of students "Meeting or Exceeding Standard" in ELA showed similar results to those for the DFS. Low-Income	In order to hire and retain high-quality, and well-trained instructional staff, the District will offer competitive salaries. This action is expected to significantly increase academic outcomes for Low-Income students, English Learners, and Foster Youth, since it is designed to address their identified needs in math and ELA by a stable, high-quality, and well-trained instructional staff, and maintain reclassification rate gains. Evidence from state assessments and our local experience shows that experienced teachers with access to professional development get positive results because high-quality, stable, instructional staff that are able to learn and build on prior learning, become increasingly self-efficacious, and can implement initiatives over time with integrity. The "Teacher Retention Data: Average Yearly Turnover" will be annually reported in the Annual Update to this action. In order to maximize its impact in increasing academic outcomes for all students, this action is being provided on an LEA-wide basis.	• California School Dashboard: ELA Distance from Standard • California School Dashboard: Math Distance from Standard • SBAC ELA: Percentage of students assessed meeting or exceeding standard • SBAC Math: Percentage of students assessed meeting or exceeding standard • Reclassification Rate • California School Dashboard: Rate of English Learner Students Making Progress toward English Proficiency • Teacher Retention Data: Average Yearly Turnover

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	students kept pace with Overall result in ELA, but barely closed ground. Unlike DFS results, English Learners experienced a decline in ELA performance compared to the prior year. "Distance from Standard" results includes the scores of all students who took the assessment, while "Meeting or Exceeding Standard" only includes those who scored at standard or above. Comparing the two measures, it appears that EL students who have struggled more in the past to be successful are improving more quickly, and so scoring closer to standard, while the percentages in the higher ranges have slightly slipped back. In math, results for "Meeting or Exceeding Standard" were also similar to the DFS. Low-Income students' and English Learners' performance improved. The inequality between EL students and Low-Income students, compared with Overall results was also diminished from the prior year. English Language Proficiency Assessment for California (ELPAC) Summative results reported on the Dashboard show that 53.0% of our English Learners are making a year or more growth in acquiring English language skills, maintaining close to the 53.6% from the prior year. Long-Term English Learner results were 65.3% making a year or more growth, an increase of 7.3% and in the Blue, or "Very High" performance level. The reclassification rate was in double digits for the third year in a row, increasing from 14.4% to 18.4%. We believe that the gains in the percentage of English Learners making progress in the ELPI,		• Educational Partner Feedback

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	and the continuing double-digit reclassification rate demonstrates that we are on the right track. Data described in the "Reflections" section suggest that, as English Learner students are coming up from the primary grades, an increasing number are acquiring the language skills to be successful on state assessments. Though results from the state's academic assessments were mixed, the increases for the EL student group in DFS, and the improvements for Low-Income and EL in math suggest that our efforts to hire and retain effective instructional staff are having a positive impact. In order to continue these gains, and to address the inequalities that continue to exist, the District needs to be able to have a high-quality, stable instructional staff that learn and build on prior learning, become increasingly self-efficacious, and that can implement initiatives with integrity over time because they remain employed by the District. It is through the hiring and retention of high quality staff that the District is able to improve the quality of instruction for our Low-Income students, English Learners, and Foster Youth. Data gathered from the four years 2020 through 2024 showed an average rate of 6.3 teachers leaving each year to take other teaching jobs. Over the cycle of the LCAP, this means that 19 teachers will have to be hired, trained, and establish their roles in the CUSD community. This creates instability and negatively impacts instructional continuity.		

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	Successful implementation of the LCAP actions is very difficult with that rate of turnover during the plan cycle. The District believes that it is crucial to the success of our Low-Income students, English Learners, and Foster Youth that they have a stable, high-quality, and well-trained instructional staff to be as successful as possible. Evidence from state assessments and our local experience shows that experienced teachers with access to professional development get positive results. When our excellent, trained teachers or support staff leave for higher salaries elsewhere, or superior candidates turn down job offers for greater compensation in a neighboring district, it is students who feel the brunt, especially our Low-Income students, English Learners, and Foster Youth. It is by retaining staff that we can continue to improve the quality of instruction for our unduplicated pupils. Feedback from the 2025 surveys showed that 98% of certificated staff agree that ""Caruthers USD values its certificated staff members," and 86% of classified staff agree that ""Caruthers USD values its classified staff members." **Scope:** LEA-wide		

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2.3	**Action:** School Culture and Social Behavior **Need:** In the Spring, 2025, survey, the percentages of students who responded that they feel safe at, and connected to school continued to increase this year. The percentage of parents who responded that they feel welcome at their children's schools rose from 80% to 91%. The percentage of parents who feel their children are safe at school also increased from 87.5% to 92%. The Family Liaisons, in particular, have provided services and support to Low-Income families and Foster Youth and homeless students that have positively impacted family participation and satisfaction. Results for the Family Engagement instrument showed a rating of 4.0 (on a scale of 1 to 5) for a "High Implementation" rating on family engagement responses. Chronic absenteeism rates again decreased from the prior year, resulting in the District and the Low-Income student group being assigned the Yellow performance level for this indicator. English Learners achieved the Green performance level. The rate decline for Foster Youth over 45%, demonstrating that efforts to support those students have also been effective. These data show that this action needs to be continued to continue producing the desire results. Suspension rates declined Overall for Low-Income students, English Learners, and LTEL, all of whom improved to the Yellow level, also underscoring that this action has had a	The District will create school environments that welcome and support all of our student populations by: • Hiring and/or retaining staff to provide behavior intervention and support, focused on providing services to Low Income Students, English Learners, and Foster Youth in grades TK- 12. • Increasing students' social-emotional development through teaching, modeling, and practicing social-emotional skills that support a safe and positive climate for learning. • Providing staff development and collaborative time focused on teaching, modeling, and practicing social-emotional learning (SEL) skills that support a positive climate for learning and work. • Regularly review attendance data to assess if students are on track to be chronically absent. The parents of those who appear to be will be sent a letter noting the absences and consequences of poor attendance. • Establish incentives for attendance. • Create an elementary sports league to provide students with structured, engaging activities and to support positive interactions between students. • Provide full-time LVN support for students in addition to what is legally required. We expect that this action will continue to be effective in maintaining positive results in the feelings of school safety and connectedness among student, family, and teacher educational	• California School Dashboard: Chronic Absenteeism • California School Dashboard: Suspension Rate • School Climate Survey: % of Students Feeling Connected to School • School Climate Survey: % of Students Feeling Safe at School • School Climate Survey: % of Parents Feeling Connected to School and Their Children Feel Safe at School • School Climate Survey: % of Teachers Feeling Connected to School and Safe at School

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	positive impact and needs to be continued. The exception to it's effectiveness was with Foster Youth, whose suspension rate was at the Red level. The percentages of teachers who feel safe at school was at 98%, and those feeling connected was 100%. Educational partners continue to express concerns that many students at all grade levels needed to are still exhibiting in-school behaviors that are more like the relaxed behaviors they might practice at home. Partners also continue to voice concerns that motivation is lacking among many older students at the middle and high school levels. Staff Educational Partners suggested that creating an elementary sports league to provide students with structured, engaging activities and to support positive interactions between students could be effective in lowering suspension rates by keeping students active and engaged. This will be continued as part of the action. **Scope:** LEA-wide	partners, as it addresses the social-emotional needs of our students and provides help for those who are struggling. It also includes specific initiatives to address chronic absenteeism and improved attendance. As a modification, creating an elementary sports league has been added to this action. By continuing prior successful efforts, and with the addition of the sports league, we expect to also see reductions in suspension rates; students will be motivated to avoid suspensions in order to participate in the elementary sports league. Additionally, our experience has shown that students who participate in organized activities during recess and after school are more likely to feel connected to school and less likely to engage in inappropriate behaviors in class or on the playground. Our experience has also shown that, when misbehaviors decline, teachers feel safer at school and parents feel that their children are safer there, as well. In order to maximize its impact in supporting the social-emotional needs of all students, this action is being provided on an LEA-wide basis.	
2.4	**Action:** Transportation for Easier School Access **Need:** Student and parent Educational Partners have indicated that, for Low-Income students, transportation to and from school on inclement	The District will provide additional transportation for students who reside inside the "walking zone," an area between a 1.5 and a .5 radius of school. It will provide an additional 61 stops and a reduced walking distance of half a mile from the school site.	• California School Dashboard: Chronic Absenteeism • District Attendance Rate

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	days is often not possible from family members, and students are often placed in possibly dangerous situations walking in some less-developed areas. Their attendance and engagement are impacted by the lack of available, reliable transportation. Implementation of this action has had positive results. Chronic absenteeism rates again decreased from the prior year, resulting in the District and the Low-Income student group being assigned the Yellow performance level for this indicator. English Learners achieved the Green performance level. The rate decline for Foster Youth over 45%, demonstrating that efforts to support those students have also been effective. These data show that this action needs to be continued to continue producing the desire results. **Scope:** Schoolwide	We believe that this action will lower Chronic Absenteeism rates and increase attendance rates by providing more reliable transportation for Low-income and Foster Youth. In order to maximize its impact on attendance for all students, this action is being provided on an LEA-wide basis.	
2.5	**Action:** Expanded Access to Recreation Spaces **Need:** This action has not yet been completed, so the metrics of Suspension rate, Chronic Absenteeism, student engagement, and parents' feelings of being welcome at CES do not reflect the impact of the increased indoor spaces. For our Low-Income Caruthers Elementary	The District will construct a multi-purpose building at Caruthers Elementary School that will include indoor spaces for greater access for Low-Income students to sports, extra-curricular activities, co-curricular activities, safe spaces for counseling, and space to enhance parents' participation in school activities. The new building will provide space for greater sports and extracurricular and co-curricular participation for our Low-Income students that they would otherwise not have access to outside of	• California School Dashboard: Chronic Absenteeism • California School Dashboard: CES Suspension Rate • School Climate Survey: % of CES Students Feeling

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	students, there are very limited safe clean indoor spaces equipped for extracurricular and recreational play. Caruthers lacks indoor recreational areas where elementary- and middle school-aged students can participate in physical or athletic activities. To do so, students would have to travel to Fresno or another larger town, which a survey of local circumstances show is generally beyond the means of our Low-Income families. Maximizing participation and access to these activities have a direct effect on the positive school climate experienced by Low-Income students. Caruthers Elementary students are often not able to engage in drama or music productions, or hold large shows or performances due to a lack of a large-enough space. For our Low-Income students, school may be the sole place where they can experience, as performer or audience, these kinds of enriching activities; activities that also make school more engaging. For our families, the lack of larger indoor spaces at the elementary school are limiting their opportunities to engage with their child's school, as there is frequently insufficient space for all family members to attend special events, assemblies, or other activities that space allows. Engagement in a broad range of co-curricular and extracurricular activities has a direct impact on students' success, as evidenced in	school. Our experience has shown that participation in such activities is likely to improve their school connectedness, decrease Chronic Absenteeism, and decrease suspension rates as students will be motivated to avoid suspensions in order to participate in the extracurricular activities. Additionally, our experience has shown that students who participate in organized activities outside the school day are more likely to feel connected to school and less likely to engage in inappropriate behaviors in class or on the playground. In addition to sports, the extra curricular and co-curricular activities may include drama productions, art classes and shows, self-improvement classes, and other significantly increased engagement activities that would not otherwise be available to our Low-Income students due to limitations on space and/or the opportunities to travel out of town to engage in these activities. The expanded space will also increase the degree to which parents feel welcome at school because it will respond to the explicit needs expressed by those Educational Partners for room that allows all interested families to attend awards assemblies, class performances, etc. Additionally., the building will include rooms that will be available as safe spaces for counseling students Providing these spaces is designed to increase CES students' feelings of connectedness and school engagement, which we believe directly affects chronic absenteeism rates and suspension rates as students will feel that the adults at school are addressing their social-emotional needs.	Connected to School • Parent Survey: Feelings of Being Welcome at School at CES

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	multiple research studies. Fredricks and Eccles (2006) found that activity participation can be linked to more school engagement. For Low-income students, English Learners, and Foster Youth at CES, social-emotional or mental health struggles can impact their behaviors and influence their feelings toward school. They often need safe spaces where they can seek counseling from a mental health professional or trusted adult. Unfortunately, the school is currently challenged to provide those spaces. Providing more will benefit students in need of social-emotional supports. In looking at 2023 suspension data, we found that at each school, the percentages of students suspended for incidences not related to drugs/vaping were 98% Low-Income at CES. These data showed the need to stop violent behaviors before they occurred. Through an assessment of local needs, we determined that a primary reason for the violent behaviors was a lack of structure at recesses, and feelings of disconnection between Low-Income students and other student groups. These data showed the need to provide those students with expanded opportunities for structured sports and extracurricular and co-curricular participation for our Low-Income students. Elementary school families strongly urged the District to provide indoor spaces for increased opportunities for their children to participate in recreational activities, theatrical productions,	The action is designed to address the needs of Low-Income students; however, this action is being provided on a schoolwide basis because we believe that all students will benefit.	

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	art shows, etc. They also noted that increased indoor spaces would allow parents increased opportunities to participate in school assemblies and events, which is currently difficult because of the limited space to fit in all families. Educational Partners across the District are excited about the opportunities that the expanded indoor spaces will provide for increased opportunities for their children to participate in outdoor activities after school and on weekends. • 92.3% of ALL parents surveyed agreed that they are "excited for the opportunities that the new multipurpose building at Caruthers Elementary School will offer for visual and performing arts presentations, family events, and tutoring and academic supports." • 97.5% of ALL teachers agreed • 93.0% of ALL classified staff agree. • 79.8% of ALL students agreed **Scope:** Schoolwide		
3.1	**Action:** College & Career and Post-Secondary Education **Need:** All Students and Low-Income students scoring "Ready" for college ELA, those groups saw	To achieve its goal of guiding and preparing all students, including Low- Income students, English learners, and Foster Youth for post-secondary opportunities, the District will provide: • Increased access to counseling services for Low Income Students, English	• California School Dashboard: Graduation Rate • Early Assessment Program (EAP): ELA

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	declines in 2024 percentages. All groups saw slight increases in math. The lack of English Learners, LTEL, and Students with Disabilities meeting standard remains a cause for concern. Inequalities in percentages of 11th grade students scoring "Ready" in the EAP (exceeding standard on SBAC) are clearly apparent between Low-Income students and non-Low-Income students in both ELA and math, evidence that compounds the difference between Low-Income and overall percentages. Math assessment results were low for all students groups, with similar inequalities in results. Also clearly seen are the inequalities between English Learners and overall results in both subject areas. Significant increases in grad rates in 2023 were followed by declines Overall and for Low-Income students and English Learners, though Low-Income and LTEL student groups were above 90%. English Learners saw a decline that led to widening inequalities in results compared to Overall. In examining the results, we have identified a combination group that, with focused support, should be more successful in meeting graduation requirements and raising Overall and certain groups' results. However, due to the small (<11) number of students in the combination group, privacy concerns constrain the District from any further identification. For the second year in a row, there were increases in College and Career Readiness Overall and for Unduplicated students' groups. The rate for our English Learners and LTEL continued to increase at a faster rate than All	Learners, and Foster Youth at the high school • Increased academic guidance and academic opportunities to participate in a broad course of study in preparation for post- secondary eligibility to better meet the needs of Low Income Students, English Learners, and Foster Youth. • Monitoring of Low Income Students, English Learners, Foster Youth progress in meeting post-secondary eligibility, utilizing various data systems to review graduation requirements, A-G and CTE completion, and enrolled in courses necessary to apply to four-year universities, prepare for enrollment in a community college, and/or prepared to successfully enter the military or workforce after graduation. • Provide American Sign Language as a CTE class to increase the employability of our Low-Income students post graduation. • College and career field trips for Low Income Students, English Learners, and Foster Youth in grades 7th-12th • FASFA and Dream Act workshops for Low Income Students, English Learners, and Foster Youth • College prep workshops for Low Income Students, English Learners, and Foster Youth • Recruiting Low-Income students, English Learners, Foster Youth, and homeless students for AP classes • PSAT fees	• Early Assessment Program (EAP): Math • California School Dashboard College and Career Indicator • A-G Completion Rates • CTE Completion Rates • Percentage of Graduates with Post-Graduation Plans • High School Dropout Rate

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Students, further closing that inequality. Overall, Low-Income and LTEL, student groups' results were all in the Green (High) performance level. English Learners' results improved to the Yellow (Medium) level. Confirming the College Readiness data, the percentages of students meeting the basic requirements for admission to U.C. or C.S.U. (A-G completion rates) increased for most groups. English Learners and Low-Income students increased at a more rapid rate than Overall results, further closing that inequality. The percentage for LTEL was even higher than for overall English Learners. The increases for both those groups indicate that an increasing number of English Learners are prepared for enrollment in university. Results for CTE completion rates were in a very similar pattern to the A-G results, with Low-Income students and English Learners further closing inequalities in performance with Overall results. The A-G and CTE completion rates, combined with the College and Career Readiness data, demonstrate that Action 3.1 is reaping the planned results in high school success for our Low-Income students and English Learners. Included in the 2024 graduation cohort were 31.7% of graduates with Golden State Merit Seal diplomas, a 5% increase from 2023. The High School Dropout Rate maintained at 2.2% (four students). The District recognizes that the early Assessment Program (EAP), requirements for entry into UC/CSU (A-G), completion of a	A CTE/ROP Coordinator to support Low Income Students, English Learners, and Foster Youth in completing pathways • A High School Migrant Counselor who assists parents with EL and Low-Income Migrant program activities, recruit for migrant conferences and events • Low Income Students, English Learners, and Foster Youth parents' conferences regarding: student academic progress, post-secondary plans, and personal needs • Continued implementation of a plan for student tutors to support Low Income Students, English Learners, and Foster Youth • Hire and College and Career Readiness Coordinator to oversee and coordinate implementation of all elements of this action. • Hire a Careers in Education instructor to guide students in that pathway. • Chromebooks will be purchased for all incoming freshmen. Because of the successful results on the above indicators, we plan to continue this goal and Action 3.1 for the 2025-26 LCAP. Edward Locke and Gary Latham (1990) found in their research, goals not only affect behavior as well as job performance, but they also help mobilize energy which leads to a higher effort overall. Higher effort leads to an increase in persistent effort. Locke and Latham’s research have shown us that goal setting is indeed very effective. In the 1968 article “Toward a Theory of Task Motivation” Locke	

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
	Career/Technical Education pathway (CTE), passing Advanced Placement exams (AP), College and Career readiness (CCI), and Graduation Rates were all inter-related and were all measures of skills and knowledge that pointed toward preparation for post-secondary success. As noted above, our Low-Income students and English Learners are lagging behind their peers in several of those indicators, and teachers' anecdotal information is that Foster Youth are lagging, as well. In order to ensure that those student groups are poised for that success, the District looked at successful programs throughout California and determined that a multi-faceted approach that recognized the interrelatedness of the skills and knowledge and addressed those as part of a plan for success, and that recognized that preparation for college and career readiness begins before high school, would be effective with our students. There are many successes demonstrated by the above metrics -- e.g., College and Career Readiness, A-G and CTE completion rates (with English Learners and LTEL increasing in both at at a faster rate than All Students), AP pass rate, and Golden State Merit Seal diplomas-- that confirm the need to continue this action. An assessment of local conditions determined that many of our incoming Low-Income and English Learner freshman students did not have devices to access the internet at home, a necessary condition to successfully complete	showed us that clear goals and appropriate feedback served as a good motivator. (Locke, 1968). Locke's research also revealed that working toward a goal is a major source of motivation, which, in turn, improves performance. Locke reviewed over a decade of research of laboratory and field studies on the effects of goal setting and performance. Locke found that over 90% of the time, goals that were specific and challenging, but not overly challenging, led to higher performance when compared to easy goals or goals that were too generic such as a goal to do your best. Dr. Gary Latham also studied the effects of goal setting in the workplace. Latham's results supported Locke's findings and showed there is indeed a link that is inseparable between goal setting and workplace performance. Locke and Latham published work together in 1990 with their work "A Theory of Goal Setting & Task Performance" stressing the importance of setting goals that were both specific and difficult. Locke and Latham also stated that there are five goal-setting principles that can help improve chances of success: Clarity Challenge Commitment Feedback Task Complexity This action is based upon the principles outlined in Locke and Latham's research, that by helping Low-Income students, English Learners, and Foster Youth to set clear, challenging goals, monitoring those goals and providing actionable feedback, and supporting every students commitment to his or her goal, will result in	

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
	home work assignments and to do research outside of the classroom. As a result, the District identified a need and will continue to purchase Chromebooks for freshmen students to use at home during their time at CHS. Additionally, there remain inequalities in results: Overall percentages of "prepared" still exceed those for Low-Income students and English Learners in the College and Career Indicator; inequalities exist between English Learners and overall results in both subject areas of the EAP. The need to address these continuing inequalities, and continue improving results for Low-Income students, English Learners, and Foster Youth in all measures of preparation for post-secondary success is the basis for the the elements in Action 3.1. **Scope:** LEA-wide	increased student outcomes in all of the metrics associated with this goal, with those students decreasing inequalities in performance results. The intent of providing these increased supports, staffing, and opportunities for Low-Income students, English Learners, and Foster Youth high school students is to better prepare them for post-secondary success. Specifically, additional/increased access to information, experiences, activities, and the targeted support from well-informed adults at school are designed to address the root cause of low participation in activities that promote post-secondary preparedness so that students better understand how to position themselves for success after K-12 and successfully engage in a variety of post-secondary opportunities. Chromebooks will be purchased for all incoming freshmen to give Low-Income and English Learner students the means to successfully complete home work assignments and to do research outside of the classroom. Hiring a Careers in Education instructor to guide students in that pathway, and a College and Career Readiness Coordinator to oversee and coordinate implementation of all elements of this action will support maintaining the increases for Low-Income students in CTE completion rates, and support increasing those rates for English Learners those dedicated outreach to that student group, and by providing a new pathway for EL students interested in education. These new positions will also result in increases in readiness for Low-Income students and English Learners in the College and Career indicator, also through targeted outreach, helping students track their	

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
		progress in meeting the requirements for readiness, and by providing a new pathway for Low-Income students and English Learners interested in education. In order to maximize its impact in increasing academic and engagement outcomes for all students, this action is being provided on a District-wide basis.	

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.9	**Action:** Improving English Language Development Instruction **Need:** The District's increased efforts to support English Learner (EL) students resulted in improvements in "Distance from Standard" at all levels and in both ELA and math. Districtwide and at each school, EL students increased performance in ELA, with +17.6 points at Caruthers High, +4.3 points at Caruthers Elementary, and +3.5 points at Monroe Elementary. In math, EL students improved by 32.7 points at CHS, by 5.5 points at CES, and by 5.6 points at MES. The	To increase academic outcomes for students and decrease inequalities in performance results between English Learners and higher-performing student groups, the District will: • Provide teachers with professional development in ELD strategies -- such as front-loading, wherein the teacher instructs the English Learner students in the new and/or academic vocabulary needed to understand the reading passage prior to reading -- that increase English Learner students' access to the core. • Provide teachers with professional development in ELD strategies that accelerate English Learner students'	• California School Dashboard: ELA Distance from Standard for English Learners • California School Dashboard: Math Distance from Standard for English Learners • SBAC ELA: Percentage of students assessed meeting or

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	inequality between EL students and Low-Income students, compared with Overall results was also diminished from the prior year. Inequalities persist in the achievement of EL students, and Long-Term English Learners (LTEL) when compared to the Overall student achievement. Unlike Distance from Standard (DFS) results, English Learners experienced a decline in those "Meeting or Exceeding Standard" in ELA compared to the prior year, as did LTEL. DFS results includes the scores of all students who took the assessment, while "Meeting or Exceeding Standard" only includes those who scored at standard or above. Comparing the two measures, it appears that EL students who have struggled more in the past to be successful are improving more quickly, and so scoring closer to standard, while the percentages in the higher ranges have slightly slipped back. In math, results for "Meeting or Exceeding Standard" were also similar to the DFS. English Learners' and LTELs' performance improved. The inequality between EL students and Low-Income students, compared with Overall results was also diminished from the prior year. English Language Proficiency Assessment for California (ELPAC) Summative results reported on the Dashboard show that 53.0% of our English Learners are making a year or more growth in acquiring English language skills, maintaining close to the 53.6% from the prior year. Long-Term English Learner results	acquisition of English. These strategies might include adding “extra help” to assignments for English Learners, including sentence frames, media links to support vocabulary development, and explanations to scaffold complex language and text features. • Provide instructional staff with professional development in use of the Observation Protocol for Teachers of English Learners (OPTEL) as a formative assessment tool to support student progress toward English proficiency. • Provide English Language Development enrichment and support materials that accelerate English acquisition and increase access to the core. • Provide paraprofessional support for small groups and individuals • Maintain the additional ELD class at CHS to lower class size and provide greater individual attention. • Continue implementation of its English Learner Master Plan aligned with the English Learner Roadmap. Included in that plan are practices that will more closely monitor the progress of EL students, LTEL students, and RFEP students, and immediately adjust instruction as warranted by data and students’ needs. This action is expected to increase academic outcomes for English Learners because it will provide specific and targeted strategies for English Learners' support. Research-based support	exceeding standard for English Learners • SBAC Math: Percentage of students assessed meeting or exceeding standard for English Learners • SBAC ELA: Percentage of students assessed meeting or exceeding standard for LTEL • SBAC Math: Percentage of students assessed meeting or exceeding standard for LTEL • ELPAC Summative Assessment: Rate of English Learner Students Making Progress toward English Proficiency

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	were 65.3% making a year or more growth, an increase of 7.3% and in the Blue, or "Very High" performance level. The reclassification rate was in double digits for the third year in a row, increasing from 14.4% to 18.4%. Though results from the state's academic assessments were mixed, the increases for the EL student group in DFS, and the improvements for EL and LTEL in math suggest that this action is having a positive impact. The gaps between results for EL and LTEL and those Overall highlight the continue the ELD supports of this action to further address the needs of EL and LTEL student groups that have demonstrated positive results in ELA and math. 2025 iReady Diagnostic 3 assessment results, compared to the prior year's Diagnostic 3, show that Overall results improved in reading from the prior year, and that Low-Income students and English Learners improved as well. All student groups showed improvement in math. Low-Income students and English Learners had strong increases in percentages at or above grade level in both areas. Since the iReady data are as of May, 2025, we believe that the iReady results show that the current implementation of this action is having a positive impact and needs to be continued. While 76% of parents of English Learners agreed that "Teachers are able to meet the academic needs of English Learners," support staff and Spanish-speaking Parent	materials, including reading matter that is at an appropriate level, of high interest, and culturally-responsive will engage students; use of the OPTEL as a formative assessment tool will help staff to identify where improvements might be made in classroom instruction. Small group and greater individual attention will be employed to target identified needs and front-load vocabulary. Monitoring of EL progress will be geared to preventing students from "falling through the cracks". As a modification, "professional development in use of the Observation Protocol for Teachers of English Learners (OPTEL) as a formative assessment tool to support student progress toward English proficiency" was added to the action. As additional modifications, disaggregated iReady data and the ELPI will be added as metrics to measure the impact on English Learners. In order to maximize its impact in increasing academic outcomes for all English Learners, this action is being provided at all schools.	• Reclassification Rate • iReady Reading for English Learners • iReady Math for English Learners

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Educational Partners have cited the need to ensure that all English Learner students are receiving appropriate English Language development, supporting the continued implementation of Action 1.9 to support student progress toward English proficiency. **Scope:** Limited to Unduplicated Student Group(s)		
1.14	**Action:** Addressing the Needs of Long-Term English Learners **Need:** "Distance from Standard" (DFS) showed mixed results, with declining results for Long-Term English Learners (LTEL) in ELA that reflect persistent inequalities when compared to the Overall student achievement. Results in math were positive for LTELs, who achieved significant increases in Math performance. As with ELA, inequalities persist in the achievement of LTEL when compared to the Overall student achievement. The inequality between LTEL students and Overall results was also diminished from the prior year. The percentages of LTEL students "Meeting or Exceeding Standard" in ELA and math showed similar results to those for the DFS. LTEL experienced a decline in ELA performance compared to the prior year while achieving improved results in math. The gaps between results for LTEL and those Overall highlight	CUSD aims to support the linguistic, academic, and socio-emotional needs of our Long-Term English Learners (LTEL), ensuring their success in school and beyond, by identifying and informing teachers which of their students are LTEL; collaboration among school and District staff to identify the unique needs and/or barriers to language acquisition progress; providing targeted instructional support based on those needs; regularly monitoring progress; and engaging parents and families in supporting LTEL in acquiring the skills required for reclassification to RFEP. Professional development will include ELD strategies -- such as front-loading, wherein the teacher instructs the English Learner students in the new and/or academic vocabulary needed to understand the reading passage prior to reading -- that increase English Learner students' access to the core. Professional development will also include ELD strategies that accelerate English Learner students' acquisition of English. These strategies might include adding “extra help” to assignments for English Learners, including sentence frames, media links to support	SBAC ELA: Percentage of students assessed meeting or exceeding standard for Long-Term English Learners • SBAC Math: Percentage of students assessed meeting or exceeding standard for Long-Term English Learners • ELPAC Summative Assessment: Rate of English Learner Students Making Progress toward English Proficiency

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	the continued need for the additional supports described in this action. English Language Proficiency Assessment for California (ELPAC) Summative results reported on the Dashboard show that Long-Term English Learner results were 65.3% making a year or more growth, an increase of 7.3% and in the Blue, or "Very High" performance level. These data suggest that the action focussing on the specific learning needs of LTEL has been effective in helping them acquire English language skills, and needs to be continued. **Scope:**	vocabulary development, and explanations to scaffold complex language and text features. This support for teachers of LTEL will enable them to support their students "bridging" to academic English and deeper content knowledge. This action is expected to increase academic outcomes for Long-Term English Learners because staff at schools with LTEL students will identify who their LTELs are and identify how their instructional needs are unique. In the past, instructional staff may not have known who their LTEL students were, and identical supports and interventions were provided regardless of the EL students status. As a part of this action, data for LTEL students will be disaggregated at the schools and their specific instructional needs identified and addressed. Progress on the SBAC "Percentage of students assessed meeting or exceeding standard" in ELA and Math will be reported in the annual assessment of the action's effectiveness. In order to maximize its impact in increasing academic outcomes for Long-Term English Learners, this action is being provided to LTEL students at all schools.	

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

N/A

Additional Concentration Grant Funding

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

Action 2.3: The District will use its 15% Concentration Grant Add-on to continue the behavioral support staff, and an additional full-time LVN to support students physical and social-emotional health.
Action 3.1: The District will use its 15% Concentration Grant Add-on to continue a College and Career Readiness Coordinator to provide direct services to students, and a Careers in Education instructor to guide students in that pathway.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	N/A
Staff-to-student ratio of certificated staff providing direct services to students	N/A	N/A

2025-26 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	19,158,727	7,677,533	40.073%	0.000%	40.073%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$27,036,574.00	$5,741,673.00	$2,740,681.00	$1,722,610.00	$37,241,538.00	$26,921,954.00	$10,319,584.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Qualified, Credentialed Teachers	All	No			All Schools	Ongoing	$8,435,217.00	$0.00	$8,435,217.00				$8,435,217.00	
1	1.2	Professional Development for Staff	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income		Ongoing	$395,647.00	$26,361.00	$395,647.00			$26,361.00	$422,008.00	
1	1.3	Student Data and Assessment	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income		Ongoing	$133,807.00	$48,910.00	$181,487.00			$1,230.00	$182,717.00	
1	1.4	Supplemental Instruction and Materials	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income		Ongoing	$880,285.00	$296,732.00	$383,457.00	$128,440.00		$665,120.00	$1,177,017.00	
1	1.5	Instructional Leadership and Guidance Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income		Ongoing	$355,369.00	$89,201.00	$386,669.00	$37,000.00		$20,901.00	$444,570.00	
1	1.6	Early Childhood Education	All	No			Preschool	Ongoing	$0.00	$0.00		$0.00			$0.00	
1	1.7	Students with Exceptional Needs	Students with Disabilities	No			All Schools	Ongoing	$1,797,948.00	$919,996.00	$205,395.00	$1,921,458.00		$591,091.00	$2,717,944.00	
1	1.8	Extended Learning	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$1,125,315.00	$466,603.00	$15,000.00	$982,369.00	$589,429.00	$5,120.00	$1,591,918.00	
1	1.9	Improving English Language Development Instruction		Yes	Limited to Unduplicated Student Group(		All Schools	Ongoing	$114,640.00	$62,074.00	$96,251.00			$80,463.00	$176,714.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
					s)											
1	1.10	Smaller Class Sizes	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools 4th through 12th grades	Ongoing	$2,485,006.00	$522,992.00	$3,005,498.00	$2,500.00			$3,007,998.00	
1	1.11	Access to a Broad Course of Study	All	No			All Schools	Ongoing	$5,231,597.00	$2,784,430.00	$7,759,814.00	$248,563.00	$7,650.00		$8,016,027.00	
1	1.12	Required Action: Districtwide and Caruthers HS English Learner Math Achievement	English Learners	No			Specific Schools: Caruthers High School	Ongoing	$0.00	$5,000.00				$5,000.00	$5,000.00	
1	1.13	Required Action: Districtwide Students with Disabilities Math Achievement	Students with Disabilities	No			All Schools	Ongoing	$0.00	$5,000.00				$5,000.00	$5,000.00	
1	1.14	Addressing the Needs of Long-Term English Learners	English Learners	Yes	LEA-wide	English Learners	All Schools	Ongoing	$0.00	$6,000.00	$1,000.00			$5,000.00	$6,000.00	
1	1.15	Provide Improved Excellent Instruction	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$694,138.00	$0.00	$694,138.00				$694,138.00	
2	2.1	Parent Engagement	All	No			All Schools	Ongoing	$781,654.00	$176,312.00	$9,295.00	$850,000.00		$98,671.00	$957,966.00	
2	2.2	Maintaining Clean, Safe Facilities	All	No			All Schools	Ongoing	$2,435,157.00	$2,271,051.00	$2,198,549.00	$364,057.00	$2,143,602.00		$4,706,208.00	
2	2.3	School Culture and Social Behavior	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$527,426.00	$29,210.00	$504,885.00	$31,541.00		$20,210.00	$556,636.00	
2	2.4	Transportation for Easier School Access	Foster Youth Low Income	Yes	School wide	Foster Youth Low Income	All Schools	Ongoing	$0.00	$968,719.00	$436,980.00	$531,739.00			$968,719.00	
2	2.5	Expanded Access to Recreation Spaces	Low Income	Yes	School wide	Low Income	Specific Schools: Caruthers Elementary	Ongoing	$0.00	$772,700.00	$772,700.00				$772,700.00	
2	2.6	Required Action: Chronic Absenteeism Rates for Monroe Elementary Students (Overall, Low-	All Low-Income, English Learners, Hispanic	No			Specific Schools: Monroe Elementa	Ongoing	$0.00	$5,000.00				$5,000.00	$5,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
		Income, English Learners, and Hispanic Students)	Students				ry									
2	**2.7**	Required Action: Suspension Rate for English Learners and Homeless Students	English Learners and Homeless students	No			Specific Schools: Caruthers High School	Ongoing	$0.00	$5,000.00				$5,000.00	$5,000.00	
2	**2.8**	Required Action: Suspension Rates for Foster Youth	Foster Youth	No			All Schools	Ongoing	$0.00	$500.00				$500.00	$500.00	
2	**2.9**	Required Action: Suspension Rates for White Students	White students	No			Specific Schools: Caruthers Elementary School	Ongoing	$0.00	$5,000.00				$5,000.00	$5,000.00	
3	**3.1**	College & Career and Post-Secondary Education	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$1,512,081.00	$810,182.00	$1,554,592.00	$593,471.00		$174,200.00	$2,322,263.00	
4	**4.1**	CTE Pathways	All	No			Specific Schools: MARC High	2025-2027	$6,667.00	$22,076.00		$20,000.00		$8,743.00	$28,743.00	
4	**4.2**	Project Based Learning Activities	All	No			Specific Schools: MARC High	2025-2027	$10,000.00	$20,000.00		$30,000.00			$30,000.00	
4	**4.3**	Scocial-Emotional Supports	All	No			Specific Schools: MARC High	2025-2027	$0.00	$535.00		$535.00			$535.00	

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
19,158,727	7,677,533	40.073%	0.000%	40.073%	$8,428,304.00	0.000%	43.992 %	**Total:**	$8,428,304.00
								LEA-wide Total:	$7,122,373.00
								Limited Total:	$96,251.00
								Schoolwide Total:	$1,209,680.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.2	Professional Development for Staff	Yes	LEA-wide	English Learners Foster Youth Low Income		$395,647.00	
1	1.3	Student Data and Assessment	Yes	LEA-wide	English Learners Foster Youth Low Income		$181,487.00	
1	1.4	Supplemental Instruction and Materials	Yes	LEA-wide	English Learners Foster Youth Low Income		$383,457.00	
1	1.5	Instructional Leadership and Guidance Support	Yes	LEA-wide	English Learners Foster Youth Low Income		$386,669.00	
1	1.8	Extended Learning	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$15,000.00	
1	1.9	Improving English Language Development Instruction	Yes	Limited to Unduplicated Student Group(s)		All Schools	$96,251.00	
1	1.10	Smaller Class Sizes	Yes	LEA-wide	English Learners Foster Youth	All Schools 4th through 12th	$3,005,498.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
					Low Income	grades		
1	1.14	Addressing the Needs of Long-Term English Learners	Yes	LEA-wide	English Learners	All Schools	$1,000.00	
1	1.15	Provide Improved Excellent Instruction	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$694,138.00	
2	2.3	School Culture and Social Behavior	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$504,885.00	
2	2.4	Transportation for Easier School Access	Yes	Schoolwide	Foster Youth Low Income	All Schools	$436,980.00	
2	2.5	Expanded Access to Recreation Spaces	Yes	Schoolwide	Low Income	Specific Schools: Caruthers Elementary	$772,700.00	
3	3.1	College & Career and Post-Secondary Education	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,554,592.00	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$37,338,291.08	$39,775,862.03

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Qualified, Credentialed Teachers	No	$8,838,892.00	$8,556,005.00
1	**1.2**	Professional Development for Staff	Yes	$542,274.48	$734,336.06
1	**1.3**	Student Data and Assessment	Yes	$128,131.00	$142,249.00
1	**1.4**	Supplemental Instruction and Materials	Yes	$1,272,851.96	$1,636,924.00
1	**1.5**	Instructional Leadership and Guidance Support	Yes	$321,164.00	$426,464.00
1	**1.6**	Early Childhood Education	No	$50,901.54	$151,813.00
1	**1.7**	Students with Exceptional Needs	No	$2,603,713.00	$3,136,708.00
1	**1.8**	Extended Learning	Yes	$2,442,793.39	$2,314,555.00
1	**1.9**	Improving English Language Development Instruction	Yes	$205,673.00	$171,124.00
1	**1.10**	Smaller Class Sizes	Yes	$3,101,775.00	$3,017,503
1	**1.11**	Access to a Broad Course of Study	No	$7,170,175.97	$8,122,905.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.12	Required Action: Districtwide and Caruthers HS English Learner Math Achievement	No	$5,000.00	$5,000.00
1	1.13	Required Action: Districtwide Students with Disabilities Math Achievement	No	$5,000.00	$5,000.00
1	1.14	Addressing the Needs of Long-Term English Learners	Yes	$7,000.00	$7,000.00
1	1.15	Provide Improved Excellent Instruction	Yes	$1,188,467.00	$1,182,097.00
2	2.1		No	$1,287,098.80	$1,104,154.00
2	2.2	Maintaining Clean, Safe Facilities	No	$3,635,216.00	$4,442,666.97
2	2.3	School Culture and Social Behavior	Yes	$595,752.58	$549,667.00
2	2.4	Transportation for Easier School Access	Yes	$939,930.00	$939,930.00
2	2.5	Expanded Access to Recreation Spaces	Yes	$750,000.00	$750,000.00
2	2.6	Required Action: Chronic Absenteeism Rates for Monroe Elementary Students (Overall, Low-Income, English Learners, and Hispanic Students)	No	$5,000.00	$5,000.00
2	2.7	Required Action: Suspension Rate for English Learners and Homeless Students	No	$5,000.00	$5,000.00
2	2.8	Required Action: Suspension Rates for Foster Youth	No	$500.00	$500.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	**2.9**	Required Action: Suspension Rates for White Students	No	$500.00	$500.00
3	**3.1**	College & Career and Post-Secondary Education	Yes	$2,185,481.36	$2,318,761.00
4	**4.1**	CTE Pathways	No	$20,000.00	$20,000.00
4	**4.2**	Project Based Learning Activities	No	$30,000.00	$30,000.00

2024-25 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$7,488,153.00	$8,368,168.36	$8,498,631.07	($130,462.71)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.2	Professional Development for Staff	Yes	$334,465.00	$336,265.00		
1	1.3	Student Data and Assessment	Yes	$128,131.00	$142,249.00		
1	1.4	Supplemental Instruction and Materials	Yes	$24,087.00	$126,079.00		
1	1.5	Instructional Leadership and Guidance Support	Yes	$321,164.00	$426,464.00		
1	1.8	Extended Learning	Yes	$13,000.00	$15,000.00		
1	1.9	Improving English Language Development Instruction	Yes	$94,947.00	$95,925.00		
1	1.10	Smaller Class Sizes	Yes	$3,101,775.00	$3,017,503.00		
1	1.14	Addressing the Needs of Long-Term English Learners	Yes	$2,000.00	$2,000.00		
1	1.15	Provide Improved Excellent Instruction	Yes	$1,188,467.00	$1,182,097.00		
2	2.3	School Culture and Social Behavior	Yes	$494,920.00	$493,920.00		
2	2.4	Transportation for Easier School Access	Yes	$407,838.00	$407,838.00		
2	2.5	Expanded Access to Recreation Spaces	Yes	$750,000.00	$750,000.00		
3	3.1	College & Career and Post-Secondary Education	Yes	$1,507,374.36	$1,503,291.07		

2024-25 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)
$18,772,688.00	$7,488,153.00	2.665%	42.554%	$8,498,631.07	0.000%	45.271%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statues of 2024.

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

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

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- LEAs may also provide information about their strategic plan, vision, etc.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

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

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

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

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

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

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
    - If the LEA has unexpended LREBG funds the LEA must provide the following:
        - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
        - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
            - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32526(c)(2); and
            - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32526(d).
                - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
            - Actions may be grouped together for purposes of these explanations.
            - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
    - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32526(d), to provide the information identified above or to include actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

School districts and COEs: *EC* Section 52060(g) and *EC* Section 52066(g) 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) requires that the following educational partners be consulted with when developing the LCAP:

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

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

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

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

- For school districts, see *Education Code* Section 52062;
    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see *Education Code* Section 52068; and
- For charter schools, see *Education Code* Section 47606.5.

- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

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

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

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

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

- For the purposes of this prompt, this may also include, but is not necessarily limited to:
    - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
    - Inclusion of metrics other than the statutorily required metrics
    - Determination of the target outcome on one or more metrics
    - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
    - Inclusion of action(s) or a group of actions
    - Elimination of action(s) or group of actions
    - Changes to the level of proposed expenditures for one or more actions
    - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
    - Analysis of effectiveness of the specific actions to achieve the goal
    - Analysis of material differences in expenditures
    - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
    - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that

is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.

    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
    - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
    - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
    - Indicate the school year to which the baseline data applies.
    - The baseline data must remain unchanged throughout the three-year LCAP.
        - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
        - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

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

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.

- Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

- The reasons for the ineffectiveness, and
- How changes to the action will result in a new or strengthened approach.

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
    - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
    - Professional development for teachers.
    - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
    - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG

Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).
- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
  - Identify the action as an LREBG action;
  - Include an explanation of how research supports the selected action;
  - Identify the metric(s) being used to monitor the impact of the action; and
  - Identify the amount of LREBG funds being used to support the action.

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

Purpose

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

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

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC*

Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.
- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.

- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

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

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

Complete the table as follows:

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

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

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

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

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

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

Action Tables

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

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

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

Total Planned Expenditures Table

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

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

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

Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

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

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
    - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.
    - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
    - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
    - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program,

the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**

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

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

LCFF Carryover Table

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

- If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

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

- **13. LCFF Carryover — Percentage (12 divided by 9)**

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

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