



LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Cucamonga School District

CDS Code: 36676940000000

School Year: 2024-25

LEA contact information:

Michael Chaix

Superintendent

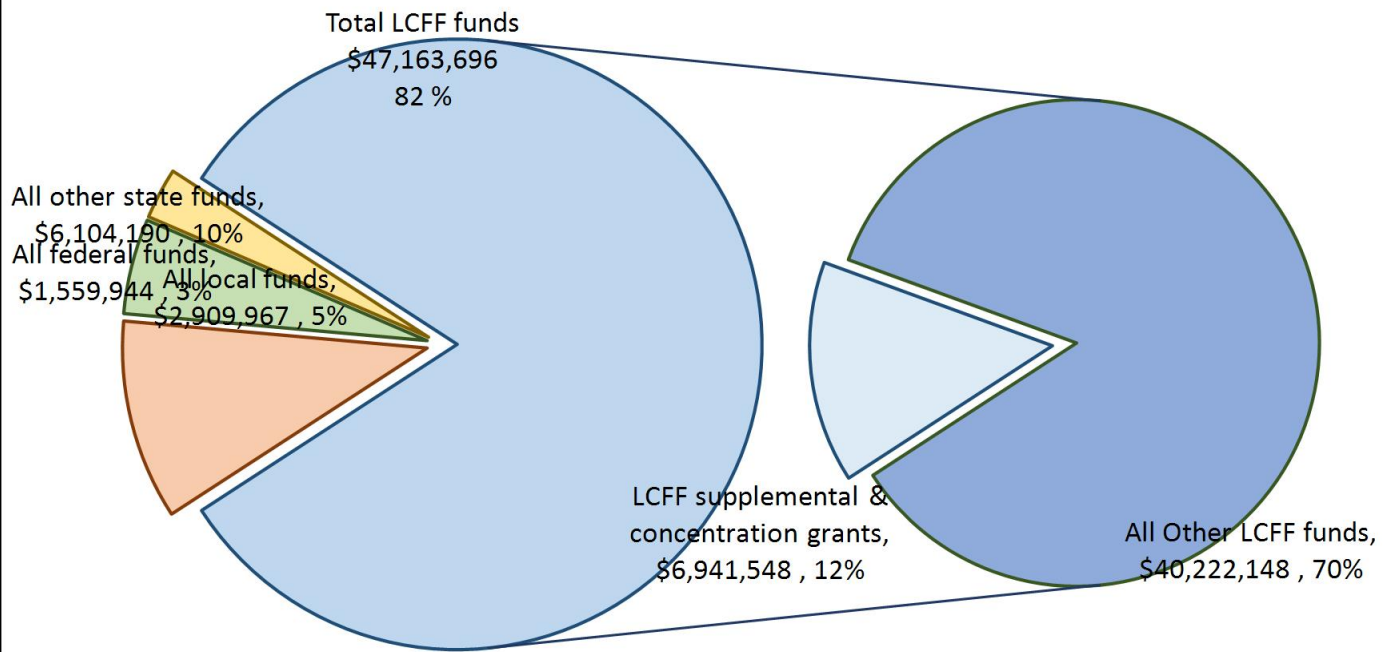
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School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called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

Budget Overview for the 2024-25 School Year

Projected Revenue by Fund Source

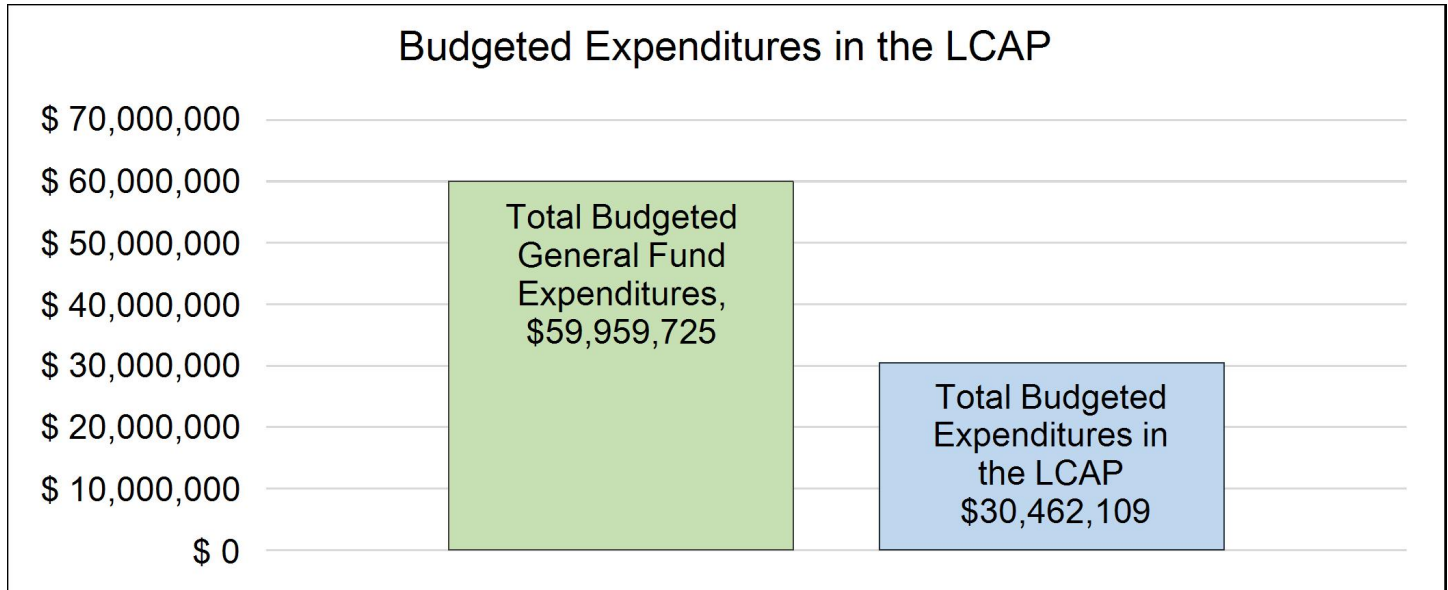


This chart shows the total general purpose revenue Cucamonga School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Cucamonga School District is \$57,737,797, of which \$47,163,696 is Local Control Funding Formula (LCFF), \$6,104,190 is other state funds, \$2,909,967 is local funds, and \$1,559,944 is federal funds. Of the \$47,163,696 in LCFF Funds, \$6,941,548 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 Cucamonga School District plans to spend for 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Cucamonga School District plans to spend \$59,959,725 for the 2024-25 school year. Of that amount, \$30,462,109 is tied to actions/services in the LCAP and \$29,497,616 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

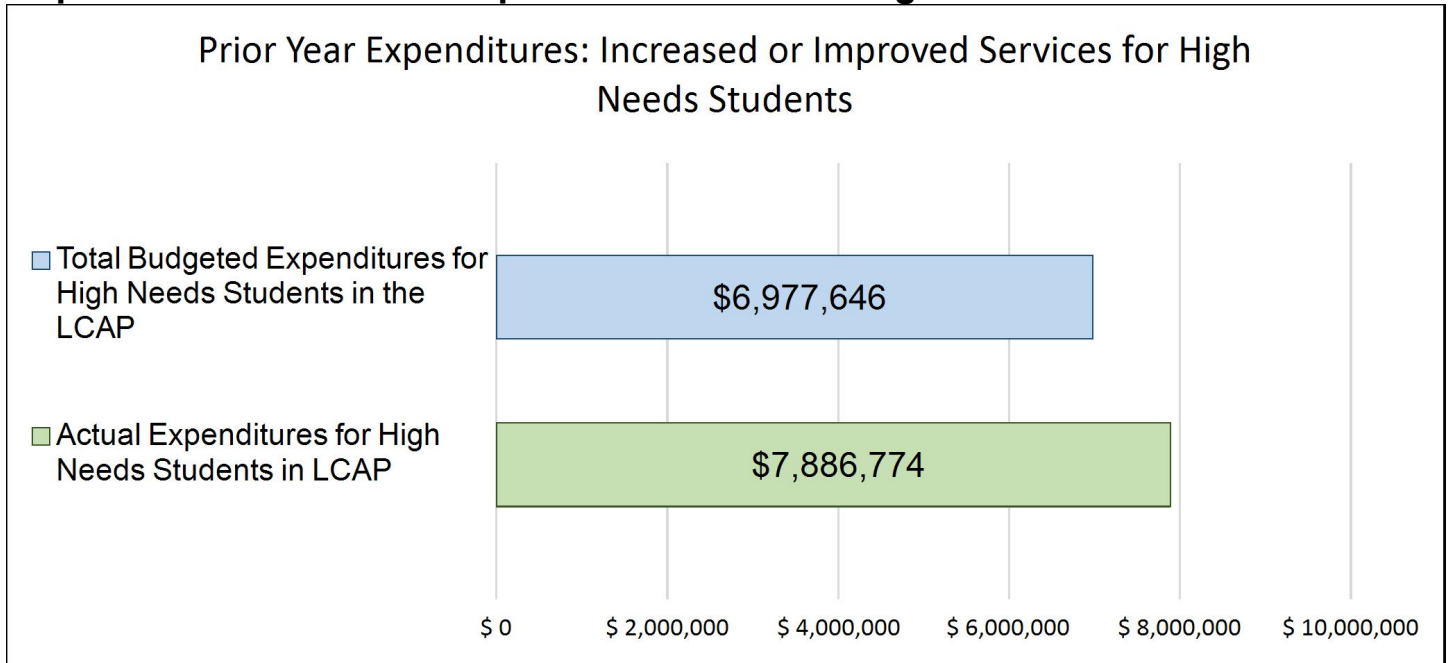
Admin Salaries/Benefits, Classified support Salaries/Benefits, Classified Management Salaries/Benefits, Clerical/Secretarial Salaries & Benefits, Noon Duty Salaries/Benefits, Insurance, Utilities, Special Ed, Transportation, Title II, Title III, Title IV, LEA Medical, ASES, Lottery, Restricted Lottery, Custodial/Security/Alarms, supplies and services, Classified Professional Development, and STRS On-Behalf Contribution.

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

In 2024-25, Cucamonga School District is projecting it will receive \$6,941,548 based on the enrollment of foster youth, English learner, and low-income students. Cucamonga School District must describe how it intends to increase or improve services for high needs students in the LCAP. Cucamonga School District plans to spend \$18,784,683 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2023-24, Cucamonga School District's LCAP budgeted \$6,977,646 for planned actions to increase or improve services for high needs students. Cucamonga School District actually spent \$7,886,774 for actions to increase or improve services for high needs students in 2023-24.



2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Cucamonga School District	Michael Chaix Superintendent	mchaix@cuca.k12.ca.us (909)987-8942

Goals and Actions

Goal

Goal #	Description
1	Students will increase their overall reading skills as evidenced by an increase in their 3rd grade reading level and 6th grade ELA achievement scores.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Achievement scores for 3rd grade including reading claim and 6th grade overall achievement scores. Priority 4 - Performance on Standardized Assessments	<p>Overall in 2018-2019 on the Preliminary SBAC assessment for 3rd grade, 41% percent of our students met or exceeded standard. On the claim of reading students scored 66% near/at/above grade level.</p> <p>Overall in 2018-2019 ELA Preliminary SBAC Assessment for 6th grade, 30% percent of our students met or exceeded standard. On the claim of reading students scored 57% near/at/above grade level.</p>	The district did not assess CAASPP in 2020-2021.	<p>Overall in 2022-2023 on the SBAC assessment for 3rd grade, 26% percent of our students met or exceeded standard.</p> <p>Overall in 2022-2023 ELA SBAC Assessment for 6th grade, 34% percent of our students met or exceeded standard.</p>	<p>Overall in 2023-2024 on the SBAC assessment for 3rd grade, 27% percent of our students met or exceeded standard.</p> <p>Overall in 2023-2024 ELA SBAC Assessment for 6th grade, 27% percent of our students met or exceeded standard.</p>	<p>Overall in 2023–24 on the Preliminary SBAC assessment for 3rd grade, 56% percent of our students met or exceeded standard. On the claim of reading students scored 81% near/at/above grade level.</p> <p>Overall in 2023–24 ELA Preliminary SBAC Assessment for 6th grade, 45% percent of our students met or exceeded standard. On the claim of reading students scored 72% near/at/above grade level.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>Meet the annual target as set by the state and federal government of moving one proficiency level annually.</p> <p>Priority 4 - Percentage of ELs making progress towards proficiency.</p>	In 2018-2019 55.5% of students made progress towards English proficiency on the ELPAC assessment.	In 2021-2022 57% of students made progress towards English proficiency on the ELPAC assessment.	In 2022-2023 48% of students made progress towards English proficiency on the ELPAC assessment.	In 2023-2024 49% of students made progress towards English proficiency on the ELPAC assessment.	In 2023–24, 31% CSD students scored proficient on the ELPAC assessment
<p>Annual reclassification goal is 5%</p> <p>Priority 4 - EL Reclassification Rate</p>	In 2020-2021 CSD reclassified 4% of EL students. Our annual goal is 5%.	In 2021-2022 CDS reclassified 9% of EL students. Our annual goal is 5%.	In 2022-2023 CDS reclassified 7% of EL students. Our annual goal is 5%.	In 2023-2024 CDS reclassified 20% of EL students. Our annual goal is 5%.	In 2023-2024 CSD will reclassify 15% of students cumulatively. Our annual goal is 5%.
<p>Increase the percentage of teaching staff attending PD in CCSS, including ELA/ELD Framework for the purposes of supporting students in gaining academic content knowledge and English language proficiency.</p>	<p>The 2018-2019 professional development logs showed 55 different training opportunities for a variety of grade levels in ELA.</p> <p>Out of those opportunities 77% of teachers and 29% of classified instructional</p>	<p>The 2021-2022 professional development logs showed 18 different training opportunities for a variety of grade levels in ELA.</p> <p>Out of those opportunities 81% of teachers and 0% of classified instructional aides attended the training offered.</p>	<p>The 2022-2023 professional development logs showed 11 different training opportunities for a variety of grade levels in ELA.</p> <p>Out of those opportunities 89% of teachers and 10% of classified instructional aides attended the training offered.</p>	<p>The 2023-2024 professional development logs showed 45 different training opportunities for a variety of grade levels in ELA.</p> <p>Out of those opportunities 90% of teachers and 10% of classified instructional aides attended the training offered.</p>	<p>The 2023-2024 professional development logs showed 70 different training opportunities for a variety of grade levels in ELA.</p> <p>Out of those opportunities 92% of teachers and 44% of classified instructional</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 2 - Implementation of academic content including access for ELs	aides attended the training offered.				aides attended the training offered.

Goal Analysis

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

A description of any substantive differences in planned actions and actual implementation of these actions.

In our journey to enhance our students' reading skills, we've dedicated ourselves to a comprehensive plan aiming to improve 3rd grade reading levels and 6th grade English Language Arts (ELA) achievement scores. This plan was thoughtfully laid out in our Local Control and Accountability Plan (LCAP), which is our roadmap that guides our efforts to support student success.

Our strategy included a mix of actions, mainly focusing on empowering our teachers through professional development (Actions 1-5, 8, 10, 11, 13, and 15) and early intervention programs for our youngest learners in transitional kindergarten and kindergarten (Action 6). We also made sure our school libraries, managed by dedicated librarians (Action 7), were well-equipped to foster a love for reading. Other actions (9, 12, 14, and 17) were tailored to provide additional support in line with our goal, and our ELA Teachers on Special Assignment (TOSA) led the charge in enhancing our ELA program (Action 18).

Throughout this process, we encountered our fair share of challenges, including new staff requiring training and general professional development overall and not having sufficient sub coverage. We had positive success with PPLM and instructional implementation of our new supplemental ELA Orton-Gillingham (OG) curriculum in actions 1.1, 1.2, 1.3, 1.4, 1.5, 1.8, 1.11, 1.13, 1.15. Teachers embraced the implementation of the new curriculum and shared positive feedback about the quality and ease of use. The work of our ELA TOSA, action 1.18, played a significant role in proving staff development and support of these actions in goal 1.

The planned actions were effective in increasing ELA achievement to move the identified metrics. The district used iReady and DIBELS assessments to monitor student progress (Actions 1.1, 1.2, 1.3, 1.4, 1.5, 1.7, 1.8, 1.9, 1.10, 1.11, 1.12, 1.13, 1.14, 1.15, 1.16, 1.17, 1.18). In middle school, utilizing iReady assessment data, 18% of 6th grade students met or exceeded grade level at the beginning of the school year. The most recent assessment shows 24% of 6th grade students meeting or exceeding standard at the end of the year. That was a 6% growth in students meeting or exceeding grade-level. The 2023 SBAC results show 27% of our 6th grade students meeting or exceeding ELA standards.

We're committed to learning from these experiences, celebrating our successes, and addressing areas where we haven't met our expectations. This journey is a partnership between our schools, our families, and our community. Together, we'll continue to refine our strategies and support all of our students in reaching their full potential. All actions were implemented as planned as they aligned with our Portrait of a Graduate (POG).

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 analysis of the differences between Budgeted Expenditures and Estimated Actual Expenditures, as well as the variance between Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, hinges on understanding that these distinctions arise from the predictive nature of budgeting against the reality of implementation and the outcome-based assessment of programs. Given the context of educational initiatives aimed at improving student reading skills and ELA achievement scores, these distinctions can be particularly nuanced.

Although actions 1-5, 8, 10, 11, 13, 15-18 were fully implemented, the actual cost of these implementations could have varied due to factors like vendor pricing, participation rates, and material costs that were not precisely anticipated in the budget. However, there were no material differences.

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

When evaluating the actions taken during the three-year LCAP cycle aimed at enhancing student reading skills, particularly focusing on 3rd grade reading levels and 6th grade ELA achievement scores, it's crucial to analyze both the successes and areas for improvement.

Per the analysis and the data from the Dashboard and other local sources, we've taken a close look at our goal to enhance students' reading skills, specifically aiming to boost 3rd grade reading levels and 6th grade ELA achievement scores. While actions 1-5, 8, 10, 11, 13, and 15 focusing on professional development, along with action 6 for early intervention, action 16's push in and pull out model, action 7's effort to maintain librarians, and actions 9, 12, 14, and 17 all aimed at supporting this goal and were effective, it's clear from the data below that some approaches need rethinking.

However, the data presents a mixed picture of effectiveness. On the one hand, there's a notable improvement in 6th grade ELA scores, which increased from 30% (baseline) to 34% (2022-2023) proficiency. This suggests that some strategies, particularly those aimed at middle-grade levels, may be starting to bear fruit. On the other hand, 3rd grade reading levels saw a decline in proficiency from 41% (baseline) to 26% (2022-2023), and math proficiency across grades 3 to 8 also decreased from 29% (baseline) to 17% (2022-2023). This indicates that

despite the well-intentioned and fully implemented actions, not all were successful in achieving the desired outcomes for all targeted grades and subjects.

Starting with the positives, actions 1-5, 8, 10, 11, 13, and 15, which focused on professional development, along with action 16's support through a push-in and pull-out model for all grades, and action 7's effort to maintain librarians for increased literacy, show a commitment to enhancing the educational environment and resources available to students. The full implementation of these actions, including the specialized support through action 18 by the ELA TOSA, indicates a comprehensive approach to addressing literacy and ELA achievement.

The decline in some areas suggests that while the actions were aimed at supporting literacy and ELA achievement, they may not have been as effective for younger students or in maintaining consistent improvement across all grade levels. This discrepancy highlights the importance of continually assessing the impact of each action on student performance and adjusting strategies as necessary.

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

Given the analysis and the data from the Dashboard or other local sources, we've taken a close look at our goal to enhance students' reading skills, specifically aiming to boost 3rd grade reading levels and 6th grade ELA achievement scores. While actions 1-5, 8, 10, 11, 13, and 15 focusing on professional development, along with action 6 for early intervention, action 16's push in and pull out model, action 7's effort to maintain librarians, and actions 9, 12, 14, 17, and 18 all aimed at supporting this goal and were effective, it's clear from the data that some approaches need rethinking.

After reviewing educational partner feedback, all goals and actions will be modified to be reflective of our POG.

The analysis suggests that while the commitment to action implementation is clear, the strategies employed may need reevaluation or adjustment to better align with the overarching goal of enhancing student literacy and achievement.

Our goal remains to empower every student, under a larger umbrella of student achievements, to improve their reading skills significantly, and we believe these adjustments will help us move in the right direction. All metrics and actions will be modified and realigned into one of these three goals:

Goal 1: Partner with families to promote student and family engagement throughout the educational journey by cultivating an inclusive school community that equips students with skills in empathy, social and cross-cultural skills, initiative and self-direction and resilience.

Goal 2: Enhance student achievement by developing competency in critical thinking and problem solving, information, communication, technology literacy and social and cross-cultural skills

Goal 3: Enhance student initiative and self-direction to build critical thinking, problem-solving skills, creativity, and innovation through access to standards-aligned materials, qualified staff, diverse courses, tailored enriching programs and a safe and well-maintained learning environment

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

Goals and Actions

Goal

Goal #	Description
2	Cucamonga School District will have teachers appropriately assigned, student access to standards aligned materials and technology, and all facilities in good repair.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
100 percent of teachers appropriately assigned and credentialed. (District Credential Report) Priority 1	In 2020-2021, 100% of teachers appropriately assigned and credentialed. (Credential Report).	In 2021-2022, 100% of teachers appropriately assigned and credentialed. (Credential Report).	In 2022-2023, 100% of teachers appropriately assigned and credentialed. (Credential Report).	In 2023-2024, 100% of teachers appropriately assigned and credentialed. (Credential Report).	In 2023-2024, 100% of teachers appropriately assigned and credentialed.
100 percent of students having access to standards aligned curriculum and materials. (Williams Report and FIT Reports) Priority 1 (Student access to standards-aligned instructional materials)	In 2020-2021, 100% of students have access to standards aligned curriculum and materials.	In 2021-2022, 100% of students have access to standards aligned curriculum and materials.	In 2022-2023, 100% of students have access to standards aligned curriculum and materials.	In 2023-2024, 100% of students have access to standards aligned curriculum and materials.	In 2023-2024, 100% of students have access to standards aligned curriculum and materials.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
100 percent of facilities have a good or higher rating with minimal deficiencies. (Williams Report and FIT Reports) Priority 1 (Facilities in good repair)	In 2020-2021, 94.44% of facilities have a good or higher rating with minimal deficiencies.	In 2021-2022, 98.01% of facilities have a good or higher overall rating with minimal deficiencies.	In 2022-2023, 95% of facilities have a good or higher overall rating with minimal deficiencies.	In 2023-2024, 97.44% of facilities have a good or higher overall rating with minimal deficiencies.	In 2023-2024, 100% of facilities have a good or higher rating with minimal deficiencies.

Goal Analysis

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

A description of any substantive differences in planned actions and actual implementation of these actions.

To make sure students at Cucamonga School District have the best learning experience, we've been working hard on a few important things. First, we made sure that every teacher is in the right place, teaching the subjects they're best at. This helps students learn better because they get the right support from their teachers.

Next, we made sure that students have access to all the materials they need for their lessons. This means having books, worksheets, and technology that match what they're learning in class. With the right tools, students can understand their lessons better and do their best work.

Lastly, we've been making sure that all the school buildings are in good shape. This includes fixing things like broken windows, leaky roofs, and anything else that might get in the way of learning. When students have safe and comfortable classrooms, they can focus better on their studies.

Throughout this process, we've faced some challenges, like making sure every teacher is placed where they're most effective and getting enough funding to repair all the facilities. But despite these challenges, we've stayed committed to our goal, and we're proud to say that we've achieved it without any major differences from our plan. This means that students at Cucamonga School District can count on having great teachers, the right materials, and safe classrooms to learn and grow in. All four actions were implemented as planned.

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.

At the Cucamonga School District, our main focus is ensuring that our students have the best learning environment possible. This means making sure teachers are in the right classrooms, students have access to the right materials and technology, and our facilities are in good shape. When we look at our budget, we plan for all of these things. We estimate how much money we'll need for teachers, materials, and repairs. Then, we compare our planned spending to what actually happens.

We didn't have any big differences between what we planned to spend and what we actually spent. This means we did a good job of budgeting and using our money wisely. It shows that we were able to stick to our plans and make sure our students had what they needed to succeed.

When it comes to improving services for our students, we also set goals. We aim to make things better each year, whether it's providing more resources in classrooms or upgrading technology. Again, we plan out what we hope to achieve and then compare it to what actually happened. If we see any differences, it helps us understand where we might need to adjust our plans in the future.

In summary, we're happy to report that our budgeting efforts have been effective, with no major discrepancies between what we planned to spend and what we actually spent. This means we can continue focusing on providing the best possible education for our students, with well-equipped classrooms, dedicated teachers, and well-maintained facilities.

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

Over the past three years, the Cucamonga School District has been focused on ensuring that our teachers are appropriately assigned, students have access to standards-aligned materials and technology, and all facilities are in good repair. Let's see how effective our actions have been in achieving these goals.

Firstly, in terms of teacher assignments, we've made significant progress. By implementing a comprehensive evaluation system and professional development opportunities, we've ensured that each teacher is placed where their skills are best utilized based on their credential/authorization. This has led to a slight improvement on academic outcomes. The baseline data for local math scores was 20% of all students who met or exceeded the standard compared to 25% of all students who met or exceeded the standard in 2023 (Year 3 Outcome). Even still, there's still room for improvement in ensuring that every classroom has a highly qualified teacher, especially in certain specialized subjects. Based on this analysis, action 1 is deemed effective.

Secondly, regarding student access to materials and technology, we've taken several steps. We've invested in updating our curriculum to align with state standards and provided additional resources such as textbooks, digital tools, and online platforms. This has enhanced learning experiences for students and helped bridge the digital divide. There was a 5% increase in the local math assessments scores from the baseline to the 23-24 school year. Based on this analysis, action 2 is deemed effective.

Lastly, in maintaining facilities, we've made commendable progress. Through regular maintenance schedules and targeted renovations, we've kept our school buildings safe and conducive to learning. This has created a positive environment for both students and staff, considering 70% of all students felt safe (baseline data) compared to 82% of students who felt safe in 2023-2024 school year. This means the CHKS survey showed an increase of 12% of all students said they felt safe at school. Based on this analysis, actions 3 and 4 are deemed effective.

Overall, while our actions have shown effectiveness in many areas, there's still work to be done to fully achieve our goals. By continuing to assess and refine our strategies, involving stakeholders, and allocating resources wisely, we can ensure that every student in the Cucamonga School District receives a high-quality education in a supportive environment.

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

At the Cucamonga School District, our main goal is to ensure that every student has the best possible education. This means having great teachers in every classroom, making sure students have the right materials and technology for their learning, and keeping our school buildings in good shape.

We've been looking at how well we've been doing in reaching this goal. We have been checking on things like how students are doing in their classes, whether they have the right books and technology, and if our school buildings need any repairs.

The good news is, we are doing well. We have been able to make sure teachers are where they're needed, students have access to the right stuff for their learning, and our school buildings are in good condition. Plus, we've been able to do all this without spending more money than we planned.

Our main focus is always making sure our students get the best education possible. By learning from what worked, we can keep improving and making our schools even better for everyone.

Our goal remains, under a larger umbrella, to have teachers appropriately assigned, student access to standards aligned materials and technology, and all facilities in good repair. All metrics and actions will be modified and realigned into one of these three goals:

Goal 1: Partner with families to promote student and family engagement throughout the educational journey by cultivating an inclusive school community that equips students with skills in empathy, social and cross-cultural skills, initiative and self-direction and resilience.

Goal 2: Enhance student achievement by developing competency in critical thinking and problem solving, information, communication, technology literacy and social and cross-cultural skills

Goal 3: Enhance student initiative and self-direction to build critical thinking, problem-solving skills, creativity, and innovation through access to standards-aligned materials, qualified staff, diverse courses, tailored enriching programs and a safe and well-maintained learning environment

After reviewing educational partner feedback, all goals and actions will be modified to be reflective of our POG.

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

Goals and Actions

Goal

Goal #	Description
3	Students will increase their math achievement as evidenced by an increase in the number of 6th grade students competent in Math.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>Achievement for all students over 2018-2019 CAASPP Scores and 2021-2022 District Benchmark assessments.</p> <p>Priority 4 (Performance on standardized assessments)</p>	<p>In 2018-2019, a 29% of students in the meet or exceed standards in the math CAASPP assessment. On the claim of concepts and procedures students scored 46% near/at/above grade level.</p> <p>Overall in 2018-2019 Preliminary Math SBAC Assessment for 6th grade, 16% percent of our students met or exceeded standard. On the claim of concepts and procedures students scored 31%</p>	<p>CAASPP assessment were not administered in 2020-2021.</p> <p>In 2021-2022, 18% of students on the Local Assessments met or exceeded standards.</p> <p>In 2021-2022, 18% of 6th grade students met or exceeded standards on Local Assessments</p>	<p>In 2022, 17% of students met or exceed standards in the math CAASPP assessment.</p> <p>In 2022, CAASPP SBAC Assessment for 6th grade, 16% percent of our students met or exceed standard.</p> <p>Local assessment data below.</p>	<p>In 2023, 15% of students met or exceed standards in the math CAASPP assessment.</p> <p>In 2023-2024, 25% of students on the Local Assessments met or exceeded standards.</p> <p>In 2023-2024, 20% of 6th grade students met or exceeded standards on Local Assessments</p>	<p>In 2023-2024, 44% of students will meet or exceed standards in the math CAASPP assessment. On the claim of concepts and procedures students will score 61% near/at/above grade level.</p> <p>In 2023-2024, CAASPP SBAC Assessment for 6th grade, 31% percent of our students will meet or exceed standard.</p> <p>In 2023-2024, 35% of students will met or exceed standards on the Local Assessments</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>near/at/above grade level.</p> <p>In 2020-2021, 20% of students on the Local Assessments met or exceeded standards.</p> <p>In 2020-2021, 18% of 6th grade students met or exceeded standards on Local Assessments</p>				In 2023-2024, 33% of 6th grade students met or exceeded standards on Local Assessments
<p>Performance on district assessments in math.</p> <p>Priority 4</p>	In 2020-2021, 20% of students on the Local Assessments met or exceeded standards.	In 2021-2022, 18% of students on the Local Assessments met or exceeded standards.	In 2022-2023, 28% of students on the Local Assessments met or exceeded standards.	In 2023-2024, 25% of students on the Local Assessments met or exceeded standards.	In 2023-2024, 35% of students will meet or exceed standards on the Local Assessments.

Goal Analysis

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

A description of any substantive differences in planned actions and actual implementation of these actions.

In the Cucamonga School District, we have a big goal that we're working towards with the help of our educational partners and the County Office of Education. We believe that being good at math is super important for kids' success in school and in their future careers. Research tells us that when students are really good at math, it sets them up for success in all areas of their lives.

Our goal is to make sure that more and more of our 6th grade students are really good at math. We want them to feel confident and competent with their math skills. Right now, only 5% of our students were meeting or exceeding math standards at the beginning of the

school year. But we've been working hard, and by the middle of the year, we saw a jump to 13% of our students meeting or exceeding those standards. All five actions were implemented successfully as planned.

To make sure we keep moving in the right direction, we have a plan in place. We're providing different kinds of help and support to our students to make sure they're getting what they need to succeed in math. We're keeping track of their progress along the way so we can see how they're doing and if our plan is working. We were able to hire all necessary staff and provide all planned professional development. There were no barriers that kept us from successfully implementing our goal.

We're excited about the progress we've made so far, and we're committed to helping all of our students become confident and successful in math. We believe that with the right support and effort, our students can achieve anything they set their minds to!

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.

In comparing the Budgeted Expenditures (planned spending) with the Estimated Actual Expenditures (what we actually spent), we noticed some differences. This isn't uncommon, as plans can change throughout the year. However, there are no material difference.

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

Over the past three years, our school district has been working hard to improve student achievement, particularly in meeting or exceeding academic standards. We've implemented various actions as part of our Local Control and Accountability Plan (LCAP) to help students succeed. Let's look at how effective these actions have been.

(Actions 1 -5) in 2018-2019, 20% of all students met or exceeded the standard (Baseline) compared to 25% of all students met or exceeded the standard in 2023 (Year 3 Outcome). Also, 18% of 6th grade students met or exceeded standards (baseline) on Local Assessments compared to 20% of 6th graders who met or exceeded the standard (Year 3 outcome). This shows an improvement, in Local Assessments and suggests that professional development may have contributed to better teaching strategies and practices tailored to local assessments. Professional development seems to have had a positive impact on local assessment outcomes, indicating that teachers might be better equipped with strategies that align with the local curriculum and assessment methods.

While the local math assessments show an increase, the CAASPP math scores show a decrease in performance. In 2018-2019, 29% of all students met or exceeded the standard (baseline) compared to only 15% of students who met or exceeded the standard in 2023 (year 3 outcome). It is important to note the gap in 2020-2021 when the CAASPP was not administered. The drop in CAASPP performance suggests that assessment and accountability and instruction and curriculum measures might not have been effective in maintaining or improving performance on state assessments. It is possible that the local assessments and instructions may not have fully aligned with state standards.

Even still, the improvement in Local Assessment scores indicates some progress in localized testing, which could suggest better alignment with local curriculum. Based on this analysis, all actions were deemed effective.

With local assessments showing improvement but state assessments reflecting a decline in performance. This indicates that while some progress was made in localized contexts, broader strategies may need refinement to address state-level assessment standards more effectively. Further alignment between local and state curricula, enhanced professional development targeting state assessments, and better integration of technology in preparing for standardized tests could be necessary steps moving forward.

Overall, while we're seeing some positive results, there's still room for improvement. By evaluating the effectiveness of our actions and making necessary adjustments, we're committed to ensuring that all students have the support they need to thrive academically.

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

We continue to make positive shifts in mathematics. Our strategic focus in math aligns with our POG and high expectation for our students.

Our goal remains, under a larger umbrella, to provide professional development for our teachers and provide students with standards-aligned math instruction. All metrics and actions will be modified and realigned into one of these three goals:

Goal 1: Partner with families to promote student and family engagement throughout the educational journey by cultivating an inclusive school community that equips students with skills in empathy, social and cross-cultural skills, initiative and self-direction and resilience.

Goal 2: Enhance student achievement by developing competency in critical thinking and problem solving, information, communication, technology literacy and social and cross-cultural skills

Goal 3: Enhance student initiative and self-direction to build critical thinking, problem-solving skills, creativity, and innovation through access to standards-aligned materials, qualified staff, diverse courses, tailored enriching programs and a safe and well-maintained learning environment

After reviewing educational partner feedback, all goals and actions will be modified to be reflective of our POG.

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

Goals and Actions

Goal

Goal #	Description
4	Increase opportunities for intervention/enrichment services, maintain or increase student access and participation in electives, clubs and/or sports.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>Opportunities for intervention/enrichment services. Student access and participation in electives, clubs and/or sports.</p> <p>Priority 8 and Local metric (AERIES Attendance Report and Master Schedule</p>	<p>The middle school maintained the number of student in enrichment to 99% in 2018-2019.</p> <p>The middle school has 79% of their students in intervention. In 2018-2019 44% of our students at elementary school participated in intervention programs.</p> <p>In 2018-2019 35% of our students at the elementary school participated in our after school enrichment programs. However, all of our students in elementary school</p>	<p>The middle school maintained the number of student in enrichment to 100% in 2020-2021.</p> <p>The middle school has 100% of their students in electives in addition to interventions that are offered.</p> <p>All of our students in elementary school had enrichment through art, music, and project based learning classes throughout the year.</p>	<p>The middle school maintained the number of student in enrichment to 100% in 2022-2023.</p> <p>The middle school has 100% of their students in electives in addition to interventions that are offered.</p> <p>All of our students in elementary school had enrichment through art, music, and project based learning classes throughout the year.</p>	<p>The middle school maintained the number of student in enrichment to 100% in 2023-2024.</p> <p>The middle school has 100% of their students in electives in addition to interventions that are offered.</p> <p>All of our students in elementary school had enrichment through art, music, and project based learning classes throughout the year.</p>	<p>In 2023-2024 100% of middle school students will have enrichment.</p> <p>In 2023-2024, 64% of middle school students will need intervention. In 2023-2024 29% of students will participate in intervention programs.</p> <p>In 2023-2024, 50% of our students at the elementary school will participate in our after school enrichment programs.</p> <p>Physical Fitness assessment - will maintain at 98% of</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>had enrichment through art, music, and project based learning classes throughout the year.</p> <p>Physical Fitness assessment - 98.9% of students completed the five fitness areas. (added Spring 2022)</p>	Physical Fitness assessment - 98.9% of students completed the five fitness areas.	Physical Fitness assessment 98.7% of students completed the five fitness areas.	Physical Fitness assessment 95% of students completed the five fitness areas.	students will complete the five fitness areas. (updated 2023)
<p>100% of students are in required curriculum including programs and services developed and provided for unduplicated students and students with exceptional needs.</p> <p>Priority 7 (Student access and enrollment in all required areas of study)</p>	100% of students are in required curriculum. CSD wants to maintain that level every year.	100% of students are in required curriculum. CSD wants to maintain that level every year.	100% of students are in required curriculum. CSD wants to maintain that level every year.	100% of students are in required curriculum in 2023-2024. CSD wants to maintain that level every year.	In 2023-2024, 100% of students are in required curriculum. CSD wants to maintain that level every year.
<p>Chronic absenteeism rates</p> <p>Priority 5</p>	A total of 15.8% of the total student population were chronically absent in 2020-2021.	A total of 26% of the total student population were chronically absent in 2021-2022.	A total of 32.5% of the total student population were chronically absent in 2022-2023.	A total of 29.6% of the total student population were chronically absent in 2023-2024.	In 2023-2024, 14.3% of the total student population will be chronically absent

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
0% of students dropout at the middle school level. Priority 5 (Middle School Dropout Rate)	The percentage of middle school dropouts in 2016-2017 was 0%	The percentage of middle school dropouts in 2021-2022 was 0%	The percentage of middle school dropouts in 2022-2023 was 0%	The percentage of middle school dropouts in 2023-2024 was 0%	In 2023-2024, the middle school dropout rate will be 0%
Attendance Rate Priority 5	In 2016-2017 the Actual Attendance Rate was 95.40%	In 2021-2022 the Actual Attendance Rate was 92.5%	In 2022-2023 the Actual Attendance Rate was 92.8%	In 2023-2024 the Actual Attendance Rate was 94.22%	

Goal Analysis

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

A description of any substantive differences in planned actions and actual implementation of these actions.

The actions 1-6 were implemented as planned. For the middle and elementary schools to achieve the goals has shown several positive outcomes as well as some challenges. One significant success is that both schools maintained a high level of student engagement in enrichment activities. In the middle school, 100% of students participated in electives and interventions, demonstrating a strong commitment to providing a well-rounded education. Similarly, the elementary school ensured all students had access to enrichment through art, music, and project-based learning throughout the year, highlighting the school's dedication to fostering creativity and hands-on learning.

Furthermore, 100% of students are enrolled in the required curriculum, which aligns with the school's goal to maintain this level of participation every year. This indicates that the school has effectively implemented the necessary steps to ensure all students are receiving a comprehensive education.

However, the data also reveals some challenges. A notable concern is the chronic absenteeism rate, which was 29.6% in the 2023-2024 school year. This indicates that nearly a third of the student population was frequently absent, which can significantly impact their academic progress and overall school experience. It is possible that a lack of timely and accurate data collection, which is essential for monitoring absenteeism and implementing responsive strategies, hindered improvements in chronic absenteeism.

Another positive outcome is the middle school's zero dropout rate for the 2023-2024 school year. This is a significant achievement and suggests that the school's efforts to keep students engaged and supported are working effectively. It is possible that our efforts at early identification of struggling students and the enrichment/intervention programs (e.g., tutoring, after-school support, summer school) may have contributed to the improvement of dropout rates.

In summary, the schools have successfully maintained high levels of student participation in enrichment activities and the required curriculum. However, addressing the high rate of chronic absenteeism remains a challenge that needs to be prioritized to ensure all students can fully benefit from the educational opportunities provided. The implementation process has largely been effective, with ongoing efforts needed to tackle attendance issues.

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.

When comparing the budgeted expenditures to the actual expenditures, there were no material differences.

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

The data below shows that the actions taken to increase opportunities for intervention/enrichment services, maintain or increase student access and participation in electives, clubs and/or sports to provide diverse learning opportunities (Actions 1-6) have been effective.

We maintained 100% student participation in enrichment and electives is a significant achievement over the three-year period. Also 100% of all elementary students participated in 2023-2024, compared to 35% in the baseline year, in enrichment through art, music, and project-based learning classes throughout the year is a positive outcome. These activities are crucial for a well-rounded education and have been effectively implemented. By ensuring all students are engaged in these programs, we can enhance their overall educational experience and support their interests and talents. Offering interventions alongside electives indicates a comprehensive approach to addressing students' academic needs. This balance helps in supporting students who may need extra help while allowing them to explore their interests, demonstrating an effective strategy.

The effectiveness of enrichment and elective programs may be diminished if students are not consistently attending school. Therefore, despite our successes in intervention/enrichment programs, the chronic absenteeism rate of 29.6% in 2023-2024 compared to the baseline of 15.8% is concerning. This high rate suggests that while students are engaged when present, there are underlying issues affecting their regular attendance.

The planned actions have been largely effective in achieving the goal of engaging students through enrichment, electives, and comprehensive interventions. However, the high rate of chronic absenteeism needs to be addressed to ensure that all students benefit fully

from these programs. Moving forward, it will be important to identify and address the causes of absenteeism to improve overall effectiveness. For the next LCAP cycle, focusing on strategies to reduce absenteeism while maintaining high engagement in enrichment and electives will be crucial.

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

Over the past year, our middle school and elementary school have made significant strides in student engagement through enrichment and elective programs. We successfully maintained 100% student participation in enrichment activities at the middle school level for 2022-2023, ensuring every student had access to these valuable experiences. Additionally, all middle school students were involved in electives and interventions, showcasing our commitment to a well-rounded education. In our elementary school, every student participated in enrichment programs, including art, music, and project-based learning throughout the year. We also ensured that 100% of our students engaged in the required curriculum, meeting our educational goals.

However, we faced challenges with student attendance. The chronic absenteeism rate was 29.6% for the 2023-2024 school year. While there were no middle school dropouts, the high absenteeism rate is a concern that needs to be addressed.

Given the data, we need to modify some of our actions to reduce chronic absenteeism. Despite the high engagement in enrichment and elective programs, the absenteeism rate indicates that these efforts alone are not sufficient to keep students consistently attending school.

While our enrichment and elective programs are beneficial, they have not effectively addressed the underlying issues causing students to miss school. The reasons for the regression in attendance may include potential barriers outside of school, such as health issues, family challenges, or lack of motivation. Our current strategies may not be adequately addressing these external factors as we continue to strive to improve our chronic absenteeism.

To tackle this, we will implement new strategies focusing on support for students and families. This includes increased outreach to families to understand and address specific barriers to attendance, implementing more robust health and wellness programs, and enhancing student support services. By doing so, we aim to create a more comprehensive approach that not only engages students in school activities but also supports their overall well-being and attendance.

These changes will help us not only maintain our high engagement in enrichment and elective programs but also ensure that our students are consistently attending school, leading to better educational outcomes for all.

Our main focus is always making sure our students get the best education possible. By learning from what worked, we can keep improving and making our schools even better for everyone.

Our goal remains, under a larger umbrella, to partner with our families and bridge school-home connection. All metrics and actions will be modified and realigned into one of these three goals:

Goal 1: Partner with families to promote student and family engagement throughout the educational journey by cultivating an inclusive school community that equips students with skills in empathy, social and cross-cultural skills, initiative and self-direction and resilience.

Goal 2: Enhance student achievement by developing competency in critical thinking and problem solving, information, communication, technology literacy and social and cross-cultural skills

Goal 3: Enhance student initiative and self-direction to build critical thinking, problem-solving skills, creativity, and innovation through access to standards-aligned materials, qualified staff, diverse courses, tailored enriching programs and a safe and well-maintained learning environment

After reviewing educational partner feedback, all goals and actions will be modified to be reflective of our POG.

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

Goals and Actions

Goal

Goal #	Description
5	Decrease the number of student referrals, suspensions, and expulsions.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Number of student referrals, and suspensions.	There were 2456 student referrals in 2018-2019.	There were 1852 student referrals in 2021-2022.	There were 1589 student referrals in 2022-2023.	There were 1973 student referrals in 2023-2024.	In 2023-2024, there will be 2306 referrals or less.
Priority 6 (Student suspensions)	There were 223 students suspended in 2018-2019. No students were suspended in 2020-2021.	There were 95 students suspended in 2021-2022.	There were 104 students suspended in 2022-2023.	There were 102 students suspended in 2023-2024.	In 2023-2024, there will be 210 suspensions or less.
The district will use the CHKS biannually to measure school climate. Priority 6 (Other Local Measures)	In the 2019-2020 school year 70% of students felt safe at school. That is a 1% improvement over 2017-2018.	In the 2021-2022 school year, 79% of students in elementary and 44% in middle school felt safe at school.	In the 2022-2023 school year we did not administer the CHKS survey as it is done every other year.	In the 2023-2024 school year, 82% of students in elementary and 48% in middle school felt safe at school.	In 2023-2024, 85% of students will feel safe at school.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Number of expulsions each year.	CSD had 6 expulsions in 2018-2019.	2 students were expelled in 2021-2022.	4 students were expelled in 2022-2023.	0 students were expelled in 2023-2024.	In 2023-2024, there will be 5 expulsions or less.
Priority 6 (Student expulsion rates)	No students were expelled in 2020-2021.				

Goal Analysis

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

A description of any substantive differences in planned actions and actual implementation of these actions.

Actions 2 and 4 were partially implemented. Action 1 and 3 were fully implemented as planned.

In the 2023-2024 school year, our district focused on improving student behavior and reducing disciplinary actions. This was reflected in our data: there were 1973 student referrals and 102 suspensions. Here's a closer look at how we worked towards our goal and the differences between our plans and what actually happened.

Last year, we aimed to create a positive school environment through several key actions: implementing a positive behavior intervention system (PBIS), providing staff training on conflict resolution, and increasing parent engagement through workshops. These efforts were designed to reduce the number of student referrals and suspensions by encouraging better behavior and improving our response to conflicts.

One major challenge was engaging parents. The workshops we conducted were well-received, but attendance was lower than expected, indicating a need for better communication and scheduling that fits parents' availability. Additionally, the limited training for staff meant that not all teachers felt confident in using conflict resolution techniques, which may have contributed to the high number of referrals.

While we planned to fully implement PBIS across all grade levels, we encountered some challenges. Not all staff received the planned training due to scheduling conflicts and resource limitations. Additionally, while we aimed for monthly parent workshops, we were only able to conduct them quarterly due to lower-than-expected parent participation. Action 4, being that ed services would provide professional development, was partially implemented as planned.

Despite these challenges, we saw some successes. The PBIS program was partially implemented, leading to a noticeable improvement in student behavior in the classrooms where it was used consistently. However, the partial implementation meant that the overall reduction in referrals and suspensions was not as significant as hoped. Action 2, being that the district would follow a PBIS program, was partially implemented.

Furthermore, the district hired two psychologists. They were successful at supporting students with challenging behaviors. Also, they were successful at training staff in appropriate behavior management. Action 3 was fully implemented as planned.

Finally, the district provided students access to health care providers, counselors, social service liaisons, and community resources. We were successful at hiring four additional part-time health clerks. Action 1 was fully implemented as plan.

In summary, while we made progress towards our goal of reducing disciplinary actions through various planned actions, the implementation faced several hurdles. To improve, we need to ensure consistent training for all staff, find better ways to engage parents, and fully implement our behavior intervention programs across all grade levels. By addressing these areas, we hope to see more significant improvements in the next school year.

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.

When we look at the differences between what we budgeted for and what we actually spent, there are some notable variations. We allocated funds for additional counseling services and behavior intervention programs. However, the actual expenditures were higher due to the need for more staff and resources than initially anticipated. This discrepancy highlights the importance of being flexible and responsive to the needs of our students. Our general fund supplemented these supports. Actions 1&2

There were no other material differences in remaining actions 3&4.

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

All four actions are deemed effective based on the following analysis:
During the 2023-2024 school year, our middle and elementary schools saw a total of 1,973 student referrals and 102 student suspensions compared to 2456 student referrals and 223 students suspended in the baseline year.

We implemented various behavioral interventions, such as Positive Behavioral Interventions and Supports (PBIS) and social-emotional learning programs. These actions were aimed at reducing student referrals and suspensions. Over the three-year period, the referrals reduced by 483. However, the high number of suspensions decreased by 121 (baseline 223, year 3 102) over the three-year period,

indicating that these interventions were effective. However, from 2022-2023 to 2023-2024 there was an increase of 384 student referrals, indicating a stronger or different strategies to address student behavior and promote a positive school environment may be necessary.

A key action was providing teachers with training on classroom management and conflict resolution. While these trainings aimed to equip teachers with skills to handle disruptive behavior, the persistence of high suspension rates suggests that the impact of these trainings was limited. This indicates a need for a review and possible enhancement of our professional development programs.

We also focused on increasing parental involvement through workshops and regular communication. While increased parental engagement is crucial, its direct impact on reducing referrals and suspensions was not evident. This suggests that while parental engagement is beneficial, it needs to be part of a broader strategy to be more effective.

Overall, the actions taken over the past three years have produced the desired results in reducing student referrals and suspensions. However, moving forward, we continue to reassess our strategies, incorporating new approaches such as restorative justice practices, more intensive behavioral support, and further enhancing teacher training. By making these adjustments, we aim to create a more positive school environment and achieve our goals more effectively.

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

Overall, the actions taken over the past three years have produced the desired results in reducing student referrals and suspensions. However, moving forward, we continue to reassess our strategies, incorporating new approaches such as restorative justice practices, more intensive behavioral support, and further enhancing teacher training. By making these adjustments, we aim to create a more positive school environment and achieve our goals more effectively.

During the 2023-2024 school year, the effectiveness of our planned actions to ensure student safety and reduce disciplinary issues showed mixed results. While it is positive that no students were expelled, the high number of student referrals (1973) and the 102 students suspended indicate that there is still significant room for improvement in managing student behavior. Additionally, while 82% of elementary students reported feeling safe at school, only 48% of middle school students felt the same, highlighting a discrepancy that needs to be addressed.

Reflecting on our practices, we have identified specific areas for improvement. For the coming year, we plan to implement more targeted interventions for middle school students, such as peer mentoring programs and increased counselor availability. We also aim to enhance our behavioral support systems in elementary schools to maintain and improve the high percentage of students feeling safe.

Based on the data from the Dashboard and other local sources, we recognize that our actions need refinement. Specifically, we will:

- Increase student engagement in middle school through extracurricular activities and leadership opportunities.
- Provide additional training for teachers on positive behavior intervention strategies.

- Strengthen communication between school and home to ensure parents are involved in promoting a safe and supportive school environment.

To improve our approach, we will continue to implement targeted support programs for middle school students as well as engage students in creating a safer school environment through feedback and active participation.

These changes are aimed at creating a more supportive and safe school environment, particularly for our middle school students, while maintaining the positive outcomes already seen in elementary schools.

Our goal remains, under a larger umbrella, to decrease the number of student referrals, suspensions, and expulsions. All metrics and actions will be modified and realigned into one of these three goals:

Goal 1: Partner with families to promote student and family engagement throughout the educational journey by cultivating an inclusive school community that equips students with skills in empathy, social and cross-cultural skills, initiative and self-direction and resilience.

Goal 2: Enhance student achievement by developing competency in critical thinking and problem solving, information, communication, technology literacy and social and cross-cultural skills

Goal 3: Enhance student initiative and self-direction to build critical thinking, problem-solving skills, creativity, and innovation through access to standards-aligned materials, qualified staff, diverse courses, tailored enriching programs and a safe and well-maintained learning environment

After reviewing educational partner feedback, all goals and actions will be modified to be reflective of our POG.

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

Goals and Actions

Goal

Goal #	Description
6	Increase Parent Participation.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>Promote parent participation including participation and programs for unduplicated students and students with exceptional needs.</p> <p>Priority 3 (Sign-In Sheets, Surveys, Parent Count, and Online Communication)</p> <p>(Promotion of parent participation)</p>	<p>CSD, 41 parents attended the LCAP parent input session on February 2019.</p> <p>In 2018-2019 798 participants responded to the online survey about the LCAP.</p>	<p>CSD, 16 parents attended the LCAP parent input session on 2021-22.</p> <p>In 2021-2022, 164 participants responded to the online survey via Thought Exchange regarding the LCAP. Parents produced 108 thoughts and over 1,182 responses.</p>	<p>In 2022-2023, 79 participants responded to the online survey via Thought Exchange regarding the LCAP. Parents produced 79 thoughts and over 958 responses. We moved from parent input sessions to this online process from our Baseline year.</p>	<p>In 2023-2024, 141 participants responded to the online survey via Thought Exchange regarding the LCAP. Parents produced 73 thoughts and over 958 responses.</p>	<p>In 2023-2024, 47 parents will attend the LCAP parent sessions.</p> <p>In 2023-2024, 918 participants will respond to online LCAP surveys.</p>
<p>Multiple methods of communication to increase parent input.</p> <p>Priority 3 (Efforts to seek parent input)</p>	<p>CSD, 41 parents attended the LCAP parent input session on February 2019.</p>	<p>CSD, 16 parents attended the LCAP parent input session in February 2022 through their School Site Council meeting.</p>	<p>In 2022-2023, 79 participants responded to the online survey via Thought Exchange (acted as our LCAP parent input session) regarding the LCAP.</p>	<p>In 2023-2024, 141 participants responded to the online survey via Thought Exchange regarding the LCAP. Parents produced 73</p>	<p>In 2023-2024, 47 parents will attend the LCAP parent sessions.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			Parents produced 79 thoughts and over 958 responses. We moved from parent input sessions to this online process from our Baseline year.	thoughts and over 958 responses.	

Goal Analysis

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

A description of any substantive differences in planned actions and actual implementation of these actions.

All actions 1-4 were implemented as planned. There were no differences from the planned actions and actual implementation.

Parent trainings and classes were offered, and participation rates were steadily maintained (action 1-2). In an effort to reach more families unable to attend some meetings, we provided surveys through Thought Exchange to get parent input and feedback (actions 2-4). Also, we continued to utilize ParentSquare to communicate with parents and all staff (actions 2-4). Finally, we utilize social media to send out notification to the community (actions 2-4). A success was that we continue to focus on parent engagement, communication and working together with our educational partners in closing the achievement gap for our English learners, foster youth, and low-income student groups. Our actions were successful.

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 in actions 1-4.

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

In the 2023-2024 school year, our district focused on parent participation. During the 2023-2024 school year, we saw total of 958 responses to the LCAP survey and 73 of those responses where parents compared to the 798 responses in the baseline year.

Actions 2&3 were implemented as planned and effective since parent were given various opportunities to respond to various surveys and interact via Parent Square and our Parent Portal in Aeries. Over the three-year period, the responses to the LCAP survey increased by 160.

Actions 1&4 were implemented as planned via Parent Square and our Parent Portal in Aeries, and was effective. We maintained communication via our site/district website in addition to direct teacher/site family outreach.

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

Overall, the actions taken over the past three years have produced the desired results in family/school connection and communication.

Our goal remains, under a larger umbrella, to increase parent participation and communication. All metrics and actions will be modified and realigned into one of these three goals:

Goal 1: Partner with families to promote student and family engagement throughout the educational journey by cultivating an inclusive school community that equips students with skills in empathy, social and cross-cultural skills, initiative and self-direction and resilience.

Goal 2: Enhance student achievement by developing competency in critical thinking and problem solving, information, communication, technology literacy and social and cross-cultural skills

Goal 3: Enhance student initiative and self-direction to build critical thinking, problem-solving skills, creativity, and innovation through access to standards-aligned materials, qualified staff, diverse courses, tailored enriching programs and a safe and well-maintained learning environment

After reviewing educational partner feedback, all goals and actions will be modified to be reflective of our POG. After reviewing educational partner feedback, all goals and actions will be modified to be reflective of our POG. All of our actions proved effective.

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

Instructions

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

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

- Copy and paste verbatim from the 2023–24 LCAP.

Metric:

- Copy and paste verbatim from the 2023–24 LCAP.

Baseline:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 1 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 2 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 3 Outcome:

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

Desired Outcome for 2023–24:

- Copy and paste verbatim from the 2023–24 LCAP.

Timeline for completing the “Measuring and Reporting Results” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Enter information in this box when completing the 2023–24 LCAP Annual Update.	Copy and paste verbatim from the 2023–24 LCAP.

Goal Analysis

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

A description of any substantive differences in planned actions and actual implementation of these actions.

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

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

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

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

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

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

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

California Department of Education
November 2023



Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Cucamonga School District	Michael Chaix Superintendent	mchaix@cuca.k12.ca.us (909)987-8942

Plan Summary [2024-25]

General Information

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

The Cucamonga School District (CSD) is located in the western end of San Bernardino County in the city of Rancho Cucamonga and Ontario. As one of four TK elementary districts in the city, the students feed into the Chaffey Joint Union High School District. The district has three elementary schools (TK-5): Cucamonga Elementary School (CES), Los Amigos Elementary School (LAES), The Ontario Center School (TOCS); and one middle school (6-8): Rancho Cucamonga Middle School (RCMS). Serving a diverse student population of approximately 2,299, the district's ethnicity is composed of 69% Hispanic, 16% African-American, 8% White, 3% Asian, and the remaining 4% students identified as American Indian, Pacific Islanders, Filipino, and other groups. The district's students group consist of 12.7% EL (English Learners), 0.5% FY (Foster Youth), 67.5% SED (Socio-economically disadvantaged), 12% SWD (students with disabilities). CSD is community funded which means our funding is generated from local tax revenue. This means that our local tax revenues exceed the Local Control Funding Formula (LCFF) allotment for our district.

Reflections: Annual Performance

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

Cucamonga School District (CSD) prides itself on including input from all educational partners in our decision making processes. Input from educational partners is gathered through various processes including, in person meetings, surveys, and local data and state indicators. CSD continues to maintain a successful focus on providing quality professional development to our faculty through our Personalized Professional Learning Model (PPLM). We have continued the development and implementation of Multi-Tiered Systems of Support to ensure academic, behavior, and social emotional success of our students.

In 2023, our state dashboard measures indicated that in grades 3 through 5, 27% of students exceeded or met grade level content in the area of English Language Arts, and 18% exceeded or met grade level content in Mathematics. In grades 6-8, 32% of students exceeded or met grade level content in English Language Arts and 15% exceeded or met grade level content in Mathematics. With the implementation of Orton-Gillingham structured literacy approach and Illustrative Mathematics through our PPLM, our district is seeing progress at the classroom level with increases in our district formative assessments. Our middle of year (MOY) DIBLES local data shows an increase in ELA by 4% in grades K-5. iReady shows an increase in math by 13% overall.

The following schools have the lowest performance on the CA Dashboard:

- * Ontario Center - ELPI
- * Rancho Cucamonga Middle - Math
- * Cucamonga Elementary - Chronic Absenteeism

The following student groups have the lowest performance rating:

*English learners

ELA

Math

* Foster Youth

Suspension

* Homeless

ELA

Math

* Students with Disabilities

ELA

Math

* African American

ELA (orange)
Math
Chronic Absenteeism

* Filipino
Chronic Absenteeism

* White
Chronic Absenteeism

The following student groups within a school have the lowest performance rating:

Cucamonga Elementary
Chronic Absenteeism

- o English learners
- o Students with disabilities
- o African American
- o White

Ontario Center
ELPI – English learners
ELA

- o English learners
- o Socioecon disadvantaged.

Math

- o Students with disabilities

Chronic Absenteeism

- o African American

Rancho Cucamonga Middle
ELA

- o English learners
- o Students with disabilities

Math

- o English learners
- o Socioecon disadvantaged.
- o Students with disabilities
- o African American
- o Hispanic

Suspension

- o Socioecon disadvantaged.

- o Students with disabilities
 - o African American
- Chronic Absenteeism
- o English learners

Our PPLM continues to provide services to all faculty which support the progress in ELA and Math. During the 2024-25 LCAP development engagement process, the need for continued support for students was indicated. In addition to the PPLM and in continuing to build this capacity for our faculty, three district TOSAs provided sustained professional development through content meetings, coaching and modeling, and pushing in for demonstration lessons. Our TOSAs were able to offer and enrich our PPLM to our teachers with nearly 100% participation.

In addition, CSD has built-in time for teachers to have structured teacher planning time, as well as grade level collaboration times. CSD Multi-tiered Systems of Support continues to develop. Under the direction of our Director of Special Education, along with behavior support personnel and instructional aides we continued to provide in-school solutions opportunities under the umbrella of Positive Behavior Intervention Supports. Students continue to be supported through either small group support or one on one sessions. The MTSS team also worked on the protocols and procedures to enhance the identification of supports needed to individual students by adopting DIBELS and iReady as universal screeners.

Reflections: Technical Assistance

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

Based on the 2023 CA School Dashboard, CSD is eligible for differentiated assistance (DA) due to the low performance of the African American student group in the areas of ELA, Math, and Chronic Absenteeism. As part of differentiated assistance, the district received technical assistance from the San Bernardino County Office of Education (County). A district team, comprised of district and school staff, participated in a workshop facilitated by the county where they analyzed data, conducted a root cause analysis, and completed a plan, do, study, act (PDSA) plan which outlined actions that would occur within the next 90 days to impact the supports and services specific to African American students. In addition, an accountability partner was assigned and checks in regularly to continue supporting the PDSA cycle implementation and monitoring. The student group identified as eligible for Differentiated assistance based on the 2023 dashboard.

The following student groups are eligible for differentiated assistance based on the 2023 dashboard is the following:
African American: low performance in ELA, Math, and Chronic Absenteeism (Goal 1 Action 4 and Goal 2 Actions 10)

The following needs have been identified through a reflective process of analyzing formative and summative data including review of the Dashboard and local data along with educational partner surveys and input.

Student Needs:

- Determine academic and social-emotional needs of students using diagnostic assessments and classroom observations
- Ensure students have access to standards based, district adopted core materials and resources
- Resources and materials to promote equitable access to core instruction

Access to accelerated learning in core subjects

Provide increased access to the general educational program for all students with the addition of two teachers at each school site to reduce class size

Provide quality intervention opportunities through the addition of two intervention teachers at each of our school sites

Provide quality intervention opportunities through the addition of two paraprofessionals at each of our school sites

Provide further intervention opportunities through after school programs

Provide extended learning by the addition of enrichment opportunities after school

Multi-Tiered Systems of Support, including Positive Behavior Intervention Supports, In school solutions, and Restorative Practices

Routines to provide students an adjustment to returning to in person learning and socialization

The implementation of two to one devices for students in grades 3-8 so that student devices are on campus and at home.

Teacher and Support Staff needs:

Professional Development in the area of Restorative practices

Professional Development in the area of Multi-tiered Symptoms of Support

Professional Development through coaching

Structured Teacher planning time and grade level collaboration

Support in the implementation of MTSS, PBIS, SEL, and student engagement

Support all staff engagement in the PLC process

Support classified staff capacity

SEL support for staff

Administrator needs:

Professional development on topic identified above for teachers

Leadership development and support

Support the implementation of Restorative practices, MTSS, PBIS, and SEL

Resources to ensure health and safety for all

Unify the school community through clear expectations and supports

Develop extended learning opportunities for students

Support tiered intervention and support for English learners, special education students, and other at risk groups Maintain safe, clean facilities that are in good repair

Family Needs:

Support the shared decision making process of families to impact student achievement

Identify barriers and work with families to overcome them through supports and services

Assist families to build their capacity to support their child academically and socially emotionally

Promote an inclusive and positive family-friendly school environment

Parent liaisons support services as a partnership to build school community

From identified needs, based on Dashboard data and educational partner feedback, the district will continue targeted interventions and support programs to improve achievement outcomes for EL, Foster Youth, Homeless students, students with disabilities, and African

American students. This includes personalized academic counseling, access to resources, and tailored academic support to address specific barriers to achievement for these student groups. Additionally, we will continue to provide our staff with professional development through our PPLM, model lessons, and pedagogical practices for all instructional staff in reading, math, ed tech and science instruction that is principally directed to impact the achievement of all students. Finally, the district will implement tiered-engagement interventions to address attendance and chronic absenteeism using A2A: Attention to Attendance and various other data-based tools in order to increase communication with parents, increase attendance, and lower chronic absenteeism for all students, including African American students, White, Filipino, EL, Foster Youth, and students with disabilities.

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
All Educational Partners: teachers, students, parent/guardian, principals, district administrators, local bargaining units and other school personnel.	<p>Meetings held on February 21 and March 5 and May 1, 2024 with over 30 educational partners to reflect and advise on the development of the LCAP.</p> <p>Several surveys were developed to gather community input related to school culture and academic perspectives. The surveys were sent to all teachers, staff, parents/guardians, students, principals, district administrators, and other school personnel through emails and Parent Square during the month of February.</p>
DAC/DELAC	<p>Meetings held on April 16 and May 14, 2024 with 16-23 that included parents/guardians, assistant principals, ELRT, principals, teachers, classified personnel, counselors, district administrators, parent liaisons, and other school personnel to reflect and advise on the development of the LCAP. A draft was presented on May 14, 2024. No comments received, therefore the superintendent did not need to provide a written response.</p>
District African American Parent Advisory Council	<p>One survey was developed to gather community input related to the experiences of African American families. The survey was sent to all teachers, staff, parents/guardians, students, principals, district administrators, and other school personnel through emails and Parent Square during the month of February.</p>
SELPA Consultation	<p>Meetings held on January 24 and February 13, 2024 with approximately 11 members to reflect and advise on the development of the LCAP.</p>

Educational Partner(s)	Process for Engagement
CTA and CSEA	Several surveys were developed to gather CTA and CSEA members' input related to school culture and academic perspectives. The surveys were sent to all faculty and staff through emails and Parent Square during the month of February.
Community Members	Several informal community engagements occurred monthly during school pickup/drop-offs, Inclusion Infusion, Family Literacy Night, Coffee with the Principal, Donuts with Dads, Back to School Backpack giveaways, and other community engagement events.
CSD Governing Board	<p>Presented mid-year report to governing Board on February 8, 2024.</p> <p>Presented for public hearing to governing Board on June 6, 2024. No comments received, therefore the superintendent did not need to provide a written response.</p>

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

To engage educational partners in the development of the Local Control and Accountability Plan (LCAP), Cucamonga School District utilized a collaborative process involving educational partner meetings and surveys. These meetings provided a platform for stakeholders, including parents, students, teachers, and community members, to share their insights and priorities. Surveys were distributed to gather broader input on key issues and proposed goals. This inclusive approach ensured diverse perspectives were considered, fostering a sense of ownership and transparency in the decision-making process. The feedback collected from these engagements influenced the shaping the LCAP, aligning it with the community's needs and aspirations for student success. The top primary concern for student, staff, parents, and common themes are: increasing home to school communication, making accessible district website, professional development for staff in the areas of ELA, math, and student discipline, offering full day TK/K, additional instructional time, EL intervention models, maintaining support for families in ed tech, continuing enrichment supports and programs.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Partner with families to promote student and family engagement throughout the educational journey by cultivating an inclusive school community that equips students with skills in empathy, social and cross-cultural skills, initiative and self-direction and resilience.	Broad Goal

State Priorities addressed by this goal.

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.

<p>To engage educational partners in the development of the Local Control and Accountability Plan (LCAP) and promote student and family engagement, Cucamonga School District (CSD) implemented a comprehensive process that focused on cultivating an inclusive school community. The development of this goal was significantly influenced by hosting a series of educational partner meetings and distributing surveys to gather input from families, students, teachers, and community members. These engagements emphasized the importance of equipping students with skills in empathy, social and cross-cultural abilities, initiative, self-direction, and resilience.</p> <p>In the 2024 Local Climate Survey, students in grades 3-8 reported their sense of safety at school, with percentages ranging from 60.5% at RCMS to 79.2% at LAES. Furthermore, in 2023, chronic absenteeism rates across the district averaged 29.6%, with notable disparities among demographic groups. Specifically, African American students had the highest chronic absenteeism rate at 33.5%, followed closely by students with disabilities (SWD) at 32.6%. Among individual schools, CES had the highest overall chronic absenteeism rate at 32.4%, with particularly elevated rates among African American students (39.7%) and SWD (42.6%).</p> <p>The educational partner participation data used to develop this goal provided a clear snapshot that by actively involving families in the dialogue, CSD ensured that the LCAP reflected the community's diverse perspectives and needs, fostering a collaborative environment. This inclusive approach helped create a supportive and engaged school community dedicated to enhancing the educational journey for all students. With the partnership of our families and working alongside them, this goal was identified as a priority since students need to be in school in order to be taught.</p>
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Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Parent Participation Total Count Local LCAP Survey	2024: Overall-73 EL-6 SWD-9			Overall-100 EL-25 SWD-30	
1.2	Ed Partner Participation Total Count Local LCAP Survey	2024 : Overall-141			Overall-200	
1.3	Parents participation with SWD Participation Percentage SEIS	2024 : Overall-95%			Overall-98%	
1.4	Attendance Average Daily Percentage SIS report	2024: CES- 92.19% LAES- 93.57% TOCS- 92.58% RCMS- 92.81%			CES 96% LAES 96% TOCS 96% RCMS 96%	
1.5	Chronic Absenteeism Rates Percentage CA Dashboard	2023: District: Overall 29.6% AA-33.5% EL- 27.3% Filipino- 27.3% FY- 20.8% LTEL- (Baseline est. in yr. 1) SED- 31.9%			District Overall 14.0% AA- 14.0% Filipino- 10.0% LTEL-The target for Year 3 will be established based on the baseline data collected in Year 1 outcome.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SWD- 36.8% White- 28.8% CES: Overall 32.4% AA- 39.7% EL- 20.7% SWD- 42.6% White- 41.9% LAES: Overall 27.7% AA- 37.5% SWD- 32% TOCS: Overall 31.1% AA- 33.3% RCMS: Overall 27.7% EL- 32.3%			White- 13.8% CES: Overall 17.0% AA-17.0% EL- 5.0% SWD- 17.0% White- 17.0% LAES: Overall 12.0% AA- 15.0% SWD- 15.0% TOCS: Overall 16.0% AA- 16.0% RCMS: Overall 12.0% EL- 12.0%	
1.6	Drop Outs Total Count CALPADS report 8.1	EOY 23/24 Overall-1			Overall - 0	
1.7	Suspension Percentage CA Dashboard	2023 District: Overall 3.9% FY: 7.4% EL- 2.1% SED- 4.4% SWD- 5.3% RCMS: Overall 10.9% AA: 19.6%			District: Overall 2.5% FY: 2.5% RCMS: 6.0% AA: 7.0% SED: 7.0% SWD: 7.0%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SED: 12.7% SWD: 12.1%				
1.8	Expulsion Total Count DataQuest	2022-23 Overall-0			Maintain overall-0	
1.9	Sense of Safety % Agreed or Strongly agreed- "I feel safe at school" Grades 3-8 only Local Climate Survey	2024 Survey: CES-71% LAES- 79.2% TOCS- 71.6% RCMS- 60.5%			CES-85% LAES- 85% TOCS- 85% RCMS- 75%	
1.10	Sense of Connectedness % Agreed or Strongly agreed- "I agree that the district continues to provide effective parent/school connection?" Local Climate Survey	2024 Survey: Overall- 71%			Overall-90%	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Site Parent Community Support	CSD will enhance parent engagement by providing site parent resource centers, which will include a Parent/Community Liaison and clerical support, principally directed to support English Learner students as measured by metrics 1.1, 1.2, 1.10.	\$94,258.00	Yes
1.2	Parent/ community communication and participation supports	Ed Services will maintain communication resources to increase opportunities for parent input and participation to allow parents to respond (i.e. texts, phone calls, emails and/ or flyers) to provide effective and efficient school to home communication.	\$534.00	No
1.3	District/Site website communication support.	IT department will maintain and update school and district website information and communication to keep parents informed.	\$30,700.00	No

Action #	Title	Description	Total Funds	Contributing
1.4	Improve Attendance and Chronic Absenteeism	The Director of Student Services will coordinate with district and school personnel to implement tiered-engagement interventions to address attendance and chronic absenteeism using A2A: Attention to Attendance and various other data-based tools in order to increase communication with parents, increase attendance, and lower chronic absenteeism for all students, including African American Student as measured by metrics 1.4 and 1.5	\$34,800.00	No
1.5	Lower Suspension Rates	The Director of Student Services will coordinate with district and school personnel to implement tiered-engagement interventions for student behaviors in order to decrease suspension rates as measured by metrics 1.7.	\$0.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Enhance student achievement by developing competency in critical thinking and problem solving, information, communication, technology literacy and social and cross-cultural skills.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Cucamonga School District (CSD) has developed the goal to enhance student achievement by focusing on critical thinking, problem solving, information, communication, technology literacy, and social and cross-cultural skills to ensure that students are well-prepared for the demands of the 21st century. In a rapidly evolving global landscape, these competencies are essential for students to navigate complex challenges, engage in meaningful problem-solving, and communicate effectively in diverse environments.

Compared to the district's average distance from standard (DFS) of -48.4 in ELA, African American (AA), English Learners (EL), students with disabilities (SWD), and socioeconomically disadvantaged (SED) students have even lower DFS values at -59.7, -74.5, -116.5, and -53.9 respectively, indicating that these groups are underperforming relative to the district average. Similarly, Compared to the district's average distance from standard (DFS) of -84 in Math, African American (AA), English Learners (EL), students with disabilities (SWD), and socioeconomically disadvantaged (SED) students have even lower DFS values at -98.9, -101.7, -147.9, and -89.6 respectively, indicating underperformance relative to the district average. This trend persists at TOCS and RCMS, where EL, SED, and SWD students also exhibit lower DFS values compared to the district. Additionally, only 18% of 5th and 8th graders meet or exceeds standard in Science. The data used to develop this goal provided a clear snapshot of ELA and math proficiency across the district. By fostering these skills, the LEA aims to equip students with the tools necessary for academic success, career readiness, and active citizenship. Additionally, emphasizing these areas helps bridge the gap between traditional education and the skills required in a technology-driven world, promoting lifelong learning and adaptability in a multicultural society.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	CAASPP ELA	2023 :			District:	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Distance from Standard (DFS) Grades 3-8 only CA Dashboard	District: ALL- 48.4 DFS AA- 59.7 DFS EL- 74.5 DFS HY- 75.3 DFS LTEL- (Baseline est. in yr. 1) SED- 53.9 DFS SWD- 116.5 DFS TOCS EL- 88.9 DFS SED- 71.8 DFS RCMS: EL- 87.3 DFS SWD- 119.5 DFS			ALL- 34 DFS AA- 34 DFS EL- 34 DFS HY: 34 DFS LTEL- The target for Year 3 will be established based on the baseline data collected in Year 1 outcome. SED- 34 DFS SWD- 34 DFS TOCS EL- 50 DFS SED- 50 DFS RCMS: EL- 50 DFS SWD- 50 DFS	
2.2	CAASPP MATH Distance from Standard (DTS) Grades 3-8 only CA Dashboard	2023: District: ALL- 84 DTS AA- 98.9 DTS EL- 101.7 DTS HY: 99.3 DTS LTEL- (Baseline est. in yr. 1) SED- 89.6 DTS SWD- 147.9 DTS TOCS: SWD- 126.4 DTS RCMS:			District: ALL- 59 DTS AA- 59 DTS EL- 59 DTS HY: 59 DTS LTEL- The target for Year 3 will be established based on the baseline data collected in Year 1 outcome. SED- 59 DTS SWD- 59 DTS TOCS: SWD- 60 DTS	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		ALL- 97.7 DTS AA- 121.5 DTS EL- 128.6 DTS Hispanics- 101.7 DTS SED- 104.1 DTS SWD-167.6 DTS			RCMS: ALL- 68 DTS AA- 68 DTS EL- 68 DTS Hispanics- 68 DTS SED- 68 DTS SWD- 68 DTS	
2.3	California Science Test (CAST) % Meet or Exceeds Standard Grades 5 & 8 only CAASPP	2022-23: Grade 5: 15.27% Grade 8: 18.99%			Grade 5: 30% Grade 8: 30%	
2.4	Physical Fitness Test Percentage Grades 5 & 7 only SIS report	2023-2024: Aerobic Capacity- 93.1% Abdominal Strength- 95.4% Trunk Strength- 96.0% Upper Body- 95.3% Flexibility- 95.4%			Aerobic Capacity- 97% Abdominal Strength- 97% Trunk Strength- 97% Upper Body- 97% Flexibility- 97%	
2.5	EL Proficiency % Making progress towards English language proficiency CA Dashboard	2023: District- EL-48.3% LTEL- (Baseline est. in yr 1) TOCS- EL-43.2%			District EL- 60% LTEL- The target for Year 3 will be established based on the baseline data collected in Year 1 outcome.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					TOCS-EL-60%	
2.6	EL Reclassify Percent of EL students reclassified CALPADS report 2.17	2023-24: Overall-20%			Maintain 20%	
2.7	iReady Math % at Mid, Above, or Early on Grade Level iReady Diagnostic Results Kindergarten only	23-24 Grade K-41% EL-11%			Grade K-50% EL-45%	
2.8	DIBELS ELA % Met or Exceeds Standards Kindergarten only	23-24 Grade K-30% EL-18%			Grade K-40% EL-35%	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Personalized Professional Learning Model (PPLM) support	The Educational Services department will continue to provide Personalized Professional Learning Model (PPLM) and model lessons and pedagogical practices for all instructional staff in reading, math, ed tech and science instruction that is principally directed to impact the achievement of EL and SED groups as measured by metrics 2.1, 2.2, 2.3.	\$19,340,692.00	Yes
2.2	Full day TK/K	The Educational Services department will refine and continue full day TK/Kindergarten program with early intervention to build foundational skills to address the standards, which is principally directed for EL and SED students as measured by metrics 2.7, 2.8.	\$1,346,582.00	Yes
2.3	Library Resources	The Educational Services Department will maintain libraries and media resources to provide access and resources for schools to increase student literacy for all students.	\$489,293.00	No
2.4	Site Tech Support	The Educational Services department will maintain tech support positions at each site to support the network and added devices which support instruction of all students.	\$423,236.00	No

Action #	Title	Description	Total Funds	Contributing
2.5	Extra Instructional Support	The Educational Services department and Personnel departments will maintain 30 minutes of extra instruction during the school day principally directed towards the achievement of EL and SED students. Additional instructional time is a research-based practice that will lead to higher achievement as measured by metrics 2.1, 2.2.	\$1,431,559.00	Yes
2.6	English Learner support and resources	The Educational Services department will provide support, training and resources in the implementation of the ELD standards in all subject areas through model lessons for all instructional staff and maintain intervention delivered through push in and pull out models which principally directs the impact of academic achievement for English Learners including LTELs as measured by metrics 2.1, 2.2, 2.3.	\$920,169.00	Yes
2.7	Monitor and Support LCAP	The Educational Services department will continue to monitor and support the implementation of the LCAP plan to ensure that academic services and access to the curriculum are primarily directed toward the achievement of unduplicated student groups.	\$353,247.00	No
2.8	Ed Tech Support	The Educational Services department will provide ed tech resources and programs to support and enhance instructional environments that principally directs the impact of academic achievement for EL and SED students as measured by metrics 2.1 and 2.2.	\$514,545.00	Yes
2.9	English learner professional development	The Educational Services department will provide professional development to teachers for the implementation of the ELD standards in all subject areas through model lessons and trainings which principally directs the impact of academic achievement for English Learners including LTELs as measured by metrics 2.5 and 2.6.	\$79,350.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.10	Improving Student's achievements in ELA and Math	Through the Educational Services department, the ELA and Math Teachers on Special Assignment will provide training to teachers on core curriculum content and provide support in the implementation of tiered-engagement strategies in order to increase all student achievement in ELA and math, principally directed to EL and SED, as measured by metrics 2.1 & 2.2.	\$140,000.00	Yes
2.11	Enrichment Programs support	The Educational Services department will continue the implementation of enrichment programs during the school day that is principally directed to increase achievement of EL and SED student groups as measured by metrics 2.1 & 2.2.	\$1,532,824.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Enhance student initiative and self-direction to build critical thinking, problem-solving skills, creativity, and innovation by maintaining access to standards-aligned materials, qualified staff, diverse courses, tailored enriching programs and a safe and well-maintained learning environment.	Maintenance of Progress Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

Cucamonga School District (CSD) has developed the goal to foster student initiative and self-direction to build critical thinking, problem-solving skills, creativity, and innovation because these attributes are essential for students' personal and academic growth. By providing access to standards-aligned materials, qualified staff, diverse courses, tailored enriching programs, and a safe and well-maintained learning environment, the LEA aims to create a holistic educational experience that empowers students to take charge of their learning journey. This approach ensures that students are not only absorbing knowledge but are also actively engaging in the learning process, developing the ability to think independently, solve complex problems, and innovate. A supportive and resource-rich environment nurtures their creativity and initiative, preparing them to thrive in an ever-changing world and to become proactive, lifelong learners capable of adapting to new challenges and opportunities. These actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Teacher Misassignment Total Count CalSAAS	22-23: Overall-9			Overall-3	
3.2	Facilities	22-23:			CES-99.0%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	% Meet or Exceeds Standard FIT reports	CES-96.6% LAES-97.59% TOCS-99.01% RCMS- 96.54%			LAES-99.0% TOCS-99.0% RCMS- 99.0%	
3.3	Access to Standards-aligned % Meets Standard Local Indicator: William's Quarterly Uniform Report	23-24: Overall-100%			Maintain overall-100%	
3.4	Academic Content % Meets Standard Local Indicator: William's Quarterly Uniform Report	23-24: Overall-100%			Maintain overall-100%	
3.5	EL Access to Standards and Curriculum % Meet Standard Local Indicator: William's Quarterly Uniform Report	23-24: Overall-100%			Maintain overall-100%	
3.6	Student Access to Broad Courses % Meet Standard	23-24: Overall-100%			Maintain overall-100%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Local Indicator: William's Quarterly Uniform Report					
3.7	EL and FY Access to Programs and Services % Meet Standard Local Indicator: William's Quarterly Uniform Report	23-24: Overall-100%			Maintain overall-100%	
3.8	SWD Access to Programs and Services % Meet Standard Local Indicator: William's Quarterly Uniform Report	23-24: Overall-100%			Maintain overall-100%	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Enrichment Opportunities support	The Educational Services Department will maintain personnel, time and increased course offerings for students electives and impacts the participation and engagement of all students.	\$553,123.00	No
3.2	Health, SEL and Mental wellbeing support	The Educational Services and Pupil Services departments will continue and maintain access to health care providers, counselors, psychologists, social service liaisons, community resources and district-wide behavior support systems. In-School Solutions and counseling services will be maintained.	\$1,366,089.00	No
3.3	School Climate and Safety Custodial Support	The Ed Student services will continue to maintain a safe, clean, and conducive learning environment by ensuring effective and efficient custodial services, thereby promoting the well-being and academic success of all students and staff.	\$1,811,108.00	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$6,941,548	\$757,779

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
26.269%	0.000%	\$0.00	26.269%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	<p>Action: Site Parent Community Support</p> <p>Need: Only 2% of our EL parents participated in the 2024 local LCAP survey and less than 1% of EL parents regularly participate in the engagement activities. Education partner also expressed that the parent resource centers and community liaison are important to them and helps keep them informed. This data</p>	Through educational partner feedback, it was determined that our Site Parent Community Liaisons would support and improve two-way communication with all parents aiming to enhance parent engagement across the district. Parent Liaisons will operate a parent resource center, fostering communication and relationships between school, community, and home, offering community resources to families, and providing clerical support principally directed to increase parent engagement of English Learners.	1.1, 1.2, 1.10

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>supports the need to provide site based community support in order to enhance parent engagement.</p> <p>Scope: LEA-wide</p>	<p>Although it is principally directed to EL students, research shows having a centralized source makes it easier for parents to access information and builds stronger ties with communities. Many families, especially those from marginalized communities, face barriers accessing educational resources. Parent resource center bridge the gap by providing culturally sensitive information, and empowering all families to support their children learning effectively to ensure equity.</p>	
2.1	<p>Action: Personalized Professional Learning Model (PPLM) support</p> <p>Need: In the District, EL has a -74.5 DFS in ELA while SED students scored -53.9 DFS, underperforming compared to the overall student population (-48.4 DFS) by -26.1 points and -5.5 DFS respectively. At TOCS, EL and SED underperform by -40.5 DFS and -23.4 DFS compared to the overall district in ELA. Additionally, EL and SED exhibit a performance deficit in mathematics of -17.7 DFS and -5.6 DFS, respectively, compared to the overall district average. At RCMS, EL and SED students underperform by -44.6 DFS and -20.1 DFS, respectively, relative to the overall district average in math.</p> <p>Educational partners and teachers shared that additional PD specific to the needs of EL and SED students will help improve ELA and math scores.</p>	<p>CSD is dedicated to enhancing student achievement by focusing on essential skills for the 21st century, such as critical thinking, problem solving, information, communication, technology literacy, and social and cross-cultural skills. These skills are crucial for helping students face complex challenges, solve problems effectively, and communicate well in diverse settings. Our goal is to ensure that all students are well-prepared for the future.</p> <p>Currently, some groups of students are underperforming in English Language Arts (ELA) and Math compared to the district average. For instance, African American, English Learners, students with disabilities, and socioeconomically disadvantaged students have lower scores. This trend is also seen in Science, where only 18% of 5th and 8th graders meet or exceed the standard. These gaps highlight the need for targeted support to help all students succeed.</p> <p>To address these challenges, our Educational Services department will continue offering the</p>	2.1, 2.2, 2.3

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>The data shows a need for support and training to all teachers in effectively catering to the diverse learning needs of students, especially those from unique student demographics. These students may benefit from targeted strategies and interventions to access rigorous academic standards and achieve success.</p> <p>Scope: LEA-wide</p>	<p>Personalized Professional Learning Model (PPLM). This model provides customized training and support for teachers in reading, math, educational technology, and science. The focus is on improving teaching strategies to better support English learners, long-term English learners, foster youth, and low-income students. By enhancing teacher skills, we aim to improve student outcomes in these critical areas.</p> <p>ELA, math, and Ed Tech TOSAs provide year round trainings through our PPLM as well as pushing into classrooms to support teaching and learning for our EL and SED students and closing the achievement gap . This model will also benefit all students.</p> <p>The actions we are taking are designed to meet the specific needs of our diverse student population. By providing targeted support and resources, we aim to close the achievement gap and ensure all students have the opportunity to succeed. This approach helps students gain the skills needed for academic success, career readiness, and active participation in society.</p> <p>By focusing on these key skills, CSD is helping students bridge the gap between traditional education and the demands of a technology-driven world. Our goal is to promote lifelong learning and adaptability in a multicultural society, ensuring that all students are prepared for the future.</p>	
2.2	<p>Action: Full day TK/K</p>	<p>The full day TK/Kindergarten program aims to build foundational skills in young learners, focusing on early intervention strategies that address the</p>	2.7, 2.8

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Need: According to our local assessments, in 2024 EL students in Kindergarten underperformed by 30% in math and 12% in ELA. Although we do not have academic data related to SED students in TK/K, research shows that SED students often start schools with lower levels of vocabulary and literacy skills compared to their more affluent peers.</p> <p>Educational partners also expressed that providing full-day TK/K would help provide more educational time to students who need more support.</p> <p>The data and circumstances shows a need to provide programs for EL and SED students that will give the foundational skills and experiences that promote social, emotional, and academic development. Given the disparities in the data, offering full-day kindergarten is crucial to provide EL and SED students with increased instructional time and targeted support, which research shows can significantly improve language acquisition, early literacy skills, and overall academic achievement (Cooper, Allen, Patall, & Dent, 2010; Walston & West, 2004).</p> <p>Scope: LEA-wide</p>	<p>specific needs of English learners, foster youth, and low-income students. Early intervention in these programs includes targeted support in literacy and numeracy, social-emotional development, and language acquisition.</p> <p>Enhancing student achievement by developing critical thinking, problem solving, information and technology literacy, and social and cross-cultural skills. These skills are integrated into the curriculum to prepare students for the demands of the 21st century, ensuring they are equipped to handle complex challenges and diverse environments.</p> <p>Providing these programs and interventions on an LEA-wide basis ensures that all students, regardless of their background, have access to the necessary resources and support to succeed. By addressing the needs of unduplicated pupils (English learners, foster youth, and low-income students) across the entire district, the LEA ensures that these vulnerable groups are not left behind.</p> <p>The emphasis on early intervention and foundational skills is critical for closing the achievement gap between unduplicated pupils and their peers. A district-wide approach allows for consistent application of best practices and resources, ensuring that all schools can implement these strategies effectively.</p> <p>By implementing the full day TK/Kindergarten program with early intervention on an LEA-wide basis, Cucamonga School District ensures that all</p>	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		students, particularly unduplicated pupils, receive the foundational skills and support necessary for success. This equitable approach helps bridge the gap between traditional education and the skills required in the 21st century, promoting academic achievement, career readiness, and active citizenship for all students.	
2.5	<p>Action: Extra Instructional Support</p> <p>Need: The identified need is additional instructional time for EL and SED students.</p> <p>In the District, EL students scored -74.5 DFS in ELA, while SED students scored -53.9 DFS, underperforming by -26.1 and -5.5 DFS points respectively compared to the overall student population with a DFS of -48.4. At TOCS, EL and SED students underperform the overall district average in ELA by -40.5 and -23.4 DFS points, respectively. Additionally, EL and SED students exhibit a performance deficit in mathematics of -17.7 and -5.6 DFS points, respectively, compared to the overall district average. At RCMS, EL and SED students underperform in mathematics by -44.6 and -20.1 DFS points, respectively, relative to the overall district average.</p> <p>Educational partners also expressed that providing extra instructional time would help provide more educational time to students who need more support.</p>	<p>By implementing this action on an LEA-wide basis, the district ensures that all students, regardless of their background, have access to the same opportunities for additional learning. This approach promotes equity and helps to level the playing field for unduplicated pupils.</p> <p>An LEA-wide policy ensures that all schools within the district are consistent in their approach to providing additional instruction. This uniformity helps maintain high standards of education and ensures that best practices are implemented across the board.</p> <p>Centralized implementation allows the district to allocate resources more efficiently and effectively. This includes funding, instructional materials, and professional development for teachers to support the extra instructional time.</p> <p>Addressing the needs of unduplicated pupils on an LEA-wide basis means that the impact of these actions is broad and far-reaching. This approach not only benefits the targeted groups but also enhances the overall educational environment, contributing to the academic success of all students.</p>	2.1, 2.2

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide	The 30 minutes of extra instruction provided during the school day directly addresses the needs of English learners, foster youth, and low-income students by offering targeted, research-based support that is essential for their academic success. Implementing this action on an LEA-wide basis ensures equity, consistency, and efficient resource allocation, ultimately fostering an inclusive educational environment that benefits all students while specifically supporting the unduplicated pupils who need it most.	
2.8	Action: Ed Tech Support Need: In the District, EL students scored -74.5 DFS in ELA, while SED students scored -53.9 DFS, underperforming by -26.1 and -5.5 DFS points respectively compared to the overall student population with a DFS of -48.4. At TOCS, EL and SED students underperform the overall district average in ELA by -40.5 and -23.4 DFS points, respectively. Additionally, EL and SED students exhibit a performance deficit in mathematics of -17.7 and -5.6 DFS points, respectively, compared to the overall district average. At RCMS, EL and SED students underperform in mathematics by -44.6 and -20.1 DFS points, respectively, relative to the overall district average. The data shows there is a critical need for enhanced educational technology support to improve academic outcomes. Implementing targeted educational technology interventions	<p>The Cucamonga School District (CSD) aims to improve student achievement by focusing on key skills like critical thinking, problem solving, technology literacy, and social skills. These skills are essential for students to succeed in the 21st century, where they will face complex challenges and need to communicate effectively in diverse environments. By emphasizing these areas, CSD prepares students for academic success, future careers, and active participation in society.</p> <p>To develop this action, the district looked at data on students' proficiency in English Language Arts (ELA) and math. This data helped identify areas where students need support. By focusing on critical skills, the district hopes to give students the tools they need to do well in school and beyond. This approach also helps close the gap between traditional education and the skills needed in today's technology-driven world.</p> <p>The Educational Services department will provide educational technology resources and programs to enhance learning environments, especially for</p>	2.1 & 2.2

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>can help bridge academic gaps and support EL and SED students in achieving better academic performance.</p> <p>Educational partners also expressed that providing educational technology resources and programs would help to enhance learning environments for the students.</p> <p>Scope: LEA-wide</p>	<p>English learners and low-income students. These resources include tools and programs that help teachers create engaging and effective lessons. This support is crucial for students who might face additional challenges in their learning journey.</p> <p>By offering these resources district-wide, all students benefit, but the focus on English learners and low-income students ensures that those who need the most support receive it. This approach helps to level the playing field, giving every student a fair chance to succeed. The goal is to ensure that all students, regardless of their background, have access to high-quality education and the skills they need for the future.</p> <p>In summary, CSD's goal to enhance student achievement by focusing on critical 21st-century skills is designed to prepare students for the demands of the modern world. By providing targeted support to English learners and low-income students, the district ensures that every student has the opportunity to succeed and thrive in a rapidly evolving global landscape.</p>	
2.10	<p>Action: Improving Student's achievements in ELA and Math</p> <p>Need: In the District, EL students scored -74.5 DFS in ELA, while SED students scored -53.9 DFS, underperforming by -26.1 and -5.5 DFS points respectively compared to the overall student population with a DFS of -48.4. At TOCS, EL and SED students underperform the overall</p>	<p>TOSA will provide training, as well as individual strategic support in tier one strategies, for our students specifically directed in support of our EL and low income students.</p> <p>This action is needed LEA-wide because it addresses the critical need to enhance the instructional capacity of teachers in delivering core curriculum content effectively, particularly in English Language Arts (ELA) and math. By providing targeted training and support through the</p>	2.1, 2.2

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>district average in ELA by -40.5 and -23.4 DFS points, respectively. Additionally, EL and SED students exhibit a performance deficit in mathematics of -17.7 and -5.6 DFS points, respectively, compared to the overall district average. At RCMS, EL and SED students underperform in mathematics by -44.6 and -20.1 DFS points, respectively, relative to the overall district average.</p> <p>The data shows there is a critical need to provide training to teachers on core curriculum content to help increase all student achievement in ELA and math. By providing support and trainings on the implementation of tiered-engagement strategies can help bridge academic gaps and support EL and SED students in achieving better academic performance.</p> <p>Educational partners also expressed that providing training to teachers on core curriculum content would help increase all student achievement in ELA and math.</p> <p>Scope: LEA-wide</p>	<p>Educational Services department, the district ensures that all teachers, regardless of the school site, have the necessary tools and strategies to meet the diverse learning needs of students, especially English Learners (EL) and Socioeconomically Disadvantaged (SED) students.</p> <p>Implementing tiered-engagement strategies is essential to differentiate instruction and provide equitable access to the curriculum for all students. This action helps to create a consistent and cohesive approach across the district, ensuring that best practices are not isolated to individual schools but are applied universally. This consistency is particularly important in addressing achievement gaps and ensuring that all students, regardless of their background, have the opportunity to succeed academically.</p> <p>The focus on increasing student achievement in ELA and math is driven by the need to meet specific metrics (2.1 & 2.2) that likely measure student performance and progress in these critical areas. By implementing this action LEA-wide, the district is taking a proactive approach to address systemic challenges, enhance instructional quality, and ultimately improve outcomes for all students, with a particular emphasis on supporting the success of EL and SED students.</p> <p>Research showed that TOSAs who provide targeted professional development on inclusive practices and differentiation strategies positively impact the academic achievement of EL students.</p>	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
2.11	<p>Action: Enrichment Programs support</p> <p>Need: In 2024, EL has a -74.5 DFS in ELA CAASPP scores while SED students scored -53.9 DFS, underperforming compared to the overall student population (-48.4 DFS) by -26.1 points and -5.5 DFS respectively. Additionally, EL and SED exhibit a performance deficit in the math CAASPP scores of -17.7 DFS and -5.6 DFS, respectively, compared to the overall district average.</p> <p>Educational partners expressed that providing Enrichment Programs support is a need.</p> <p>The data shows there is a critical need for Enrichment Programs support. Providing Enrichment Programs can help bridge academic gaps and support EL and SED students in achieving better academic performance and social development.</p> <p>Educational partners also expressed that providing Enrichment Programs would help students learn new things and develop skills they will find helpful in real life.</p> <p>Scope: LEA-wide</p>	<p>This action is needed LEA-wide because it aims to provide equitable access to enrichment programs that can significantly enhance the academic achievement and overall educational experience of English Learners (EL) and Socioeconomically Disadvantaged (SED) students. These student groups often face barriers that can hinder their academic progress, such as limited access to resources, language challenges, and socioeconomic obstacles.</p> <p>By continuing the implementation of enrichment programs during the school day across all schools in the district, the district ensures that every EL and SED student, regardless of their school site, has the opportunity to benefit from these additional supports. These programs are strategically designed to supplement the core curriculum, offering students enrichment opportunities that can help close achievement gaps, reinforce learning, and foster a deeper engagement with their education.</p> <p>Implementing this action LEA-wide is crucial for maintaining consistency in educational opportunities and outcomes. Without a district-wide approach, some students might miss out on these vital programs simply because of the school they attend. By ensuring that enrichment programs are available at all schools, the district is taking a proactive step to address disparities and provide all EL and SED students with the support they need to succeed, as measured by metrics 2.1 & 2.2, which likely focus on key indicators of student achievement.</p>	2.1, 2.2

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		This action also aligns with the district's broader goals of promoting equity and excellence in education, ensuring that all students, regardless of their background, have access to the resources and opportunities necessary to achieve their full potential.	

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
2.6	<p>Action: English Learner support and resources</p> <p>Need: The identified need is additional EL support and resources.</p> <p>48.3% of all English Learners district-wide are making progress towards English language proficiency. Only 43.2% English learners at TOCS made progress towards English language proficiency, which is 5.1% less than the overall in the district. Additionally, 67% of all English Learners were reclassified in the 23-24 school year. This need was identified by educational partner during our LCAP meetings who mentioned that providing support, training and resources in the implementation of the</p>	<p>This action is broader in scope, encompassing not only support and training but also the provision of resources and the maintenance of intervention strategies. It targets all instructional staff (which may include teachers, instructional aides, and other support staff) and emphasizes both the implementation of ELD standards and the continuation of intervention programs through push-in and pull-out models.</p> <p>English learners often face additional challenges that can impact their academic performance. By providing instructional staff with training and resources to implement ELD standards across all subject areas, the district ensures that English learners receive tailored instruction that meets their language acquisition needs. This approach helps in bridging language barriers and enhancing comprehension in all academic subjects.</p>	2.5, 2.6

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>ELD standards would help the academic achievement of EL students.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	<p>Demonstrating effective teaching strategies through model lessons can improve teachers' ability to deliver ELD content, thereby directly benefiting ELs by ensuring consistent and high-quality instruction.</p> <p>Intervention Models (Push-in and Pull-out) Push-in Model: This approach involves specialists working with students within their regular classrooms. This model supports ELs by allowing them to stay in the mainstream classroom while receiving additional help, promoting inclusion and providing contextually relevant support.</p> <p>Pull-out Model: This approach involves taking students out of their regular classrooms for specialized instruction. This method is beneficial for intensive, focused instruction on language skills or specific academic areas where students need the most help.</p> <p>Enhancing overall educational quality improves the learning environment for all students, including unduplicated pupils. When the entire system is strengthened, it creates a supportive context where targeted interventions can be more effective.</p> <p>The competencies of critical thinking, problem-solving, technology literacy, and social and cross-cultural skills are universally valuable. However, for unduplicated pupils, these skills can be particularly transformative, helping them to bridge gaps caused by language barriers, economic disadvantages, or instability.</p>	

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		<p>By focusing on these comprehensive actions and providing them LEA-wide, Cucamonga School District aims to create an inclusive, supportive, and high-quality educational environment that meets the diverse needs of all its students, while particularly addressing the challenges faced by unduplicated pupils.</p>	
2.9	<p>Action: English learner professional development</p> <p>Need: The identified need is additional professional development to teachers.</p> <p>48.3% of all English Learners district-wide are making progress towards English language proficiency. Only 43.2% English learners at TOCS made progress towards English language proficiency, which is 5.1% less than the overall in the district. Additionally, only 20% of all English Learners were reclassified in the 23-24 school year. This was an identified by educational partner during our LCAP meetings. Educational partners identified professional developments to support EL as a need.</p> <p>The data shows there is a critical need for additional professional development to teachers specifically focused on the learning needs of EL students, which could help bridge academic gaps and support EL students in achieving better academic performance.</p>	<p>The primary focus is on providing professional development to teachers specifically for the implementation of the ELD standards. This action emphasizes training and model lessons aimed directly at teachers to enhance their ability to integrate ELD standards into all subject areas. The goal is to equip teachers with the skills and knowledge necessary to effectively teach EL students, thereby impacting their academic achievement.</p> <p>English learners often face additional challenges that can impact their academic performance. By providing instructional staff with training and resources to implement ELD standards across all subject areas, the district ensures that English learners receive tailored instruction that meets their language acquisition needs. This approach helps in bridging language barriers and enhancing comprehension in all academic subjects.</p> <p>Demonstrating effective teaching strategies through model lessons can improve teachers' ability to deliver ELD content, thereby directly benefiting ELs by ensuring consistent and high-quality instruction.</p>	2.5, 2.6

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>Educational partners also expressed that additional professional development would help to enhance learning environments for EL students.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	<p>Intervention Models (Push-in and Pull-out)</p> <p>Push-in Model: This approach involves specialists working with students within their regular classrooms. This model supports ELs by allowing them to stay in the mainstream classroom while receiving additional help, promoting inclusion and providing contextually relevant support.</p> <p>Pull-out Model: This approach involves taking students out of their regular classrooms for specialized instruction. This method is beneficial for intensive, focused instruction on language skills or specific academic areas where students need the most help.</p> <p>Enhancing overall educational quality improves the learning environment for all students, including unduplicated pupils. When the entire system is strengthened, it creates a supportive context where targeted interventions can be more effective.</p> <p>The competencies of critical thinking, problem-solving, technology literacy, and social and cross-cultural skills are universally valuable. However, for unduplicated pupils, these skills can be particularly transformative, helping them to bridge gaps caused by language barriers, economic disadvantages, or instability.</p> <p>By focusing on these comprehensive actions and providing them LEA-wide, Cucamonga School District aims to create an inclusive, supportive, and high-quality educational environment that meets the diverse needs of all its students, while</p>	

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		particularly addressing the challenges faced by unduplicated pupils.	

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.

CSD utilized these funds to retain staff to support or increase services for our unduplicated students. CSD has already increased staffing ratios at our sites and used funds above the supplemental and concentration grant to fund the following positions and provide direct services.

Goal 2
Librarians, Action 3

Goal 2
Music and Art, Action 11

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

2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	\$26,424,499	\$6,941,548	26.269%	0.000%	26.269%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$22,906,527.00	\$6,096,671.00	\$941,023.00	\$517,888.00	\$30,462,109.00	\$27,855,978.00	\$2,606,131.00

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	Site Parent Community Support	English Learners	Yes	LEA-wide	English Learners	All Schools	2024-2025 school year	\$77,130.00	\$17,128.00	\$82,876.00			\$11,382.00	\$94,258.00	
1	1.2	Parent/ community communication and participation supports	All	No			All Schools	2024-2025 school year	\$534.00	\$0.00	\$534.00				\$534.00	
1	1.3	District/Site website communication support.	All	No			All Schools	2024-2025 school year	\$0.00	\$30,700.00	\$30,700.00				\$30,700.00	
1	1.4	Improve Attendance and Chronic Absenteeism	All	No			All Schools	2024-2025 school year	\$0.00	\$34,800.00	\$34,800.00				\$34,800.00	
1	1.5	Lower Suspension Rates	All	No			All Schools	2024-2025 school year	\$0.00	\$0.00	\$0.00				\$0.00	
2	2.1	Personalized Professional Learning Model (PPLM) support	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	2024-2025 school year	\$19,061,935.00	\$278,757.00	\$14,101,162.00	\$5,145,783.00		\$93,747.00	\$19,340,692.00	
2	2.2	Full day TK/K	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools TK/K	2024-2025 school year	\$1,346,582.00	\$0.00	\$1,346,582.00				\$1,346,582.00	
2	2.3	Library Resources	All	No			All Schools	2024-2025 school year	\$287,671.00	\$201,622.00	\$489,293.00				\$489,293.00	
2	2.4	Site Tech Support	All	No			All Schools	2024-2025 School Year	\$413,236.00	\$10,000.00	\$423,236.00				\$423,236.00	
2	2.5	Extra Instructional Support	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	2024-2025 school year	\$1,431,559.00	\$0.00	\$1,431,559.00				\$1,431,559.00	
2	2.6	English Learner support and resources	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	2024-2025 school year	\$876,869.00	\$43,300.00	\$791,082.00			\$129,087.00	\$920,169.00	

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)											
2	2.7	Monitor and Support LCAP	All	No			All Schools	2024-2025 school year	\$353,197.00	\$50.00	\$353,247.00				\$353,247.00	
2	2.8	Ed Tech Support	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	2024-2025 school year	\$0.00	\$514,545.00	\$126,645.00		\$387,900.00		\$514,545.00	
2	2.9	English learner professional development	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	2024-2025 school year	\$0.00	\$79,350.00	\$79,350.00				\$79,350.00	
2	2.10	Improving Student's achievements in ELA and Math	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	2024-2025 school year	\$0.00	\$140,000.00	\$140,000.00				\$140,000.00	
2	2.11	Enrichment Programs support	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	2024-2025 school year	\$1,515,624.00	\$17,200.00	\$685,427.00	\$847,397.00			\$1,532,824.00	
3	3.1	Enrichment Opportunities support	All	No			All Schools	2024-2025 school year	\$118,657.00	\$434,466.00			\$553,123.00		\$553,123.00	
3	3.2	Health, SEL and Mental wellbeing support	All	No			All Schools	2024-2025 school year	\$1,192,339.00	\$173,750.00	\$978,926.00	\$103,491.00		\$283,672.00	\$1,366,089.00	
3	3.3	School Climate and Safety Custodial Support	All	No			All Schools	2024-2025 school year	\$1,180,645.00	\$630,463.00	\$1,811,108.00				\$1,811,108.00	

2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$26,424,499	\$6,941,548	26.269%	0.000%	26.269%	\$18,784,683.00	0.000%	71.088 %	Total:	\$18,784,683.00
								LEA-wide Total:	\$17,914,251.00
								Limited Total:	\$870,432.00
								Schoolwide Total:	\$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Site Parent Community Support	Yes	LEA-wide	English Learners	All Schools	\$82,876.00	
2	2.1	Personalized Professional Learning Model (PPLM) support	Yes	LEA-wide	English Learners Low Income	All Schools	\$14,101,162.00	
2	2.2	Full day TK/K	Yes	LEA-wide	English Learners Low Income	All Schools TK/K	\$1,346,582.00	
2	2.5	Extra Instructional Support	Yes	LEA-wide	English Learners Low Income	All Schools	\$1,431,559.00	
2	2.6	English Learner support and resources	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$791,082.00	
2	2.8	Ed Tech Support	Yes	LEA-wide	English Learners Low Income	All Schools	\$126,645.00	
2	2.9	English learner professional development	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$79,350.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.10	Improving Student's achievements in ELA and Math	Yes	LEA-wide	English Learners Low Income	All Schools	\$140,000.00	
2	2.11	Enrichment Programs support	Yes	LEA-wide	English Learners Low Income	All Schools	\$685,427.00	

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$30,474,188.00	\$27,387,463.82

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	Professional Development	Yes	\$35,490.00	\$32,340.05
1	1.2	Professional development - Technology	No	\$45,000.00	\$34,342.71
1	1.3	Professional development - ELA	Yes	\$19,800.00	\$9,160.57
1	1.4	Professional development - Professional learning community	No	\$20,000.00	\$0
1	1.5	Professional development-Common Core	Yes	\$13,750.00	\$750.00
1	1.6	Instructional Program/Early Intervention	Yes	\$891,748.00	\$1,406,510.67
1	1.7	Literacy	Yes	\$322,012.00	\$318,845.61
1	1.8	Professional Development - ELA	Yes	\$309,769.80	\$368,918.04
1	1.9	Student Engagement - Increased instruction	Yes	\$1,364,302.00	\$1,397,882.73
1	1.10	Instructional Materials and Support - ELA/ELD	Yes	\$42,680.00	\$39,324.79
1	1.11	Professional Development -ELD	Yes	\$801,467.00	\$723,033.79

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	Technology	Yes	\$503,802.00	\$557,343.20
1	1.13	Professional Development - Technology integration	Yes	\$163,953.00	\$185,111.13
1	1.14	Instruction - technological	Yes	\$485,724.00	\$534,827.22
1	1.15	Professional Development - technology	Yes	\$2,500.00	\$2,434.88
1	1.16	Instruction - early intervention and extension	Yes	\$492,114.00	\$20,524.65
1	1.17	Instructional programs	Yes	\$285,487.00	\$312,962.34
1	1.18	Instruction and Curriculum	Yes	\$158,078.00	\$726,371.00
2	2.1	Maintain 100% of teachers appropriately assigned and credentialed.	No	\$19,957,946.00	\$15,987,144.54
2	2.2	Maintain 100% of students having access to standards aligned curriculum and materials.	No	\$75,935.00	\$22,219.22
2	2.3	Continuance of Deferred Maintenance Program	No	\$1,401,003.00	\$1,647,049.06
2	2.4	Part Time Custodial Services to enhance student health and safety.	No	\$58,662.00	\$76,690.70
3	3.1	Assessment and Accountability	Yes	\$189,220.00	\$6,636.28
3	3.2	Professional Development	Yes	\$29,359.60	\$29,362.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.3	Instruction and Curriculum	Yes	\$176,967.00	\$198,051.47
3	3.4	Instruction	Yes	\$10,000.00	\$10,000.00
3	3.5	Technology	Yes	\$7,340.00	\$3,671.00
4	4.1	Instruction	Yes	\$467,780.00	\$505,743.18
4	4.2	Enrichment Opportunities	Yes	\$149,684.00	\$168,997.54
4	4.3	Electives, sports, and clubs	Yes	\$40,735.00	\$24,801.15
4	4.4	Materials	Yes	\$5,000.00	\$0
4	4.5	Increased opportunities	No	\$0.00	\$0
4	4.6	Instruction and Intervention	No	\$641,538.00	\$762,488.30
5	5.1	Mental Health	Yes	\$562,338.00	\$587,921.07
5	5.2	Social Emotional Learning	Yes	\$391,376.60	\$374,932.91
5	5.3	Mental health and social emotional wellness	Yes	\$209,950.00	\$205,813.28
5	5.4	Professional Development	Yes	\$5,000.00	\$4,224.00
6	6.1	Parent Engagement	Yes	\$69,306.00	\$82,617.80

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)
6	6.2	Parent Engagement	Yes	\$47,321.00	\$11,684.76
6	6.3	Parent Education	Yes	\$4,800.00	\$4,742.18
6	6.4	Technology	No	\$15,250.00	\$1,990.00

2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
6845375	\$6,977,646.00	\$7,886,774.15	(\$909,128.15)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Professional Development	Yes	\$25,490.00	11353.46		
1	1.3	Professional development - ELA	Yes	\$4,800.00	9160.57		
1	1.5	Professional development-Common Core	Yes	\$13,750.00	750.00		
1	1.6	Instructional Program/Early Intervention	Yes	\$891,748.00	1406510.67		
1	1.7	Literacy	Yes	\$322,012.00	318845.61		
1	1.8	Professional Development - ELA	Yes	\$309,769.80	368918.04		
1	1.9	Student Engagement - Increased instruction	Yes	\$1,364,302.00	1397882.73		
1	1.10	Instructional Materials and Support - ELA/ELD	Yes	\$42,680.00	39324.79		
1	1.11	Professional Development - ELD	Yes	\$801,467.00	723033.79		
1	1.12	Technology	Yes	\$146,696.00	162863.19		
1	1.13	Professional Development - Technology integration	Yes	\$163,953.00	185111.13		
1	1.14	Instruction - technological	Yes	\$485,724.00	534827.22		
1	1.15	Professional Development - technology	Yes	\$2,500.00	2434.88		

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	1.16	Instruction - early intervention and extension	Yes	\$1,500.00	954.23		
1	1.17	Instructional programs	Yes	\$285,487.00	312962.34		
1	1.18	Instruction and Curriculum	Yes	\$158,078.00	726371		
3	3.1	Assessment and Accountability	Yes	\$189,220.00	6636.38		
3	3.2	Professional Development	Yes	\$29,359.60	29362.00		
3	3.3	Instruction and Curriculum	Yes	\$176,967.00	198051.47		
3	3.4	Instruction	Yes	\$10,000.00	10000.00		
3	3.5	Technology	Yes	\$7,340.00	3671		
4	4.1	Instruction	Yes	\$467,780.00	505743.18		
4	4.2	Enrichment Opportunities	Yes	\$149,684.00	168997.54		
4	4.3	Electives, sports, and clubs	Yes	\$40,735.00	24801.15		
4	4.4	Materials	Yes	\$5,000.00	0		
5	5.1	Mental Health	Yes	\$512,338.00	351932.52		
5	5.2	Social Emotional Learning	Yes	\$78,674.60	83888		
5	5.3	Mental health and social emotional wellness	Yes	\$209,950.00	205813.28		
5	5.4	Professional Development	Yes	\$5,000.00	4224		
6	6.1	Parent Engagement	Yes	\$69,306.00	82617.80		
6	6.2	Parent Engagement	Yes	\$1,535.00	4990		
6	6.3	Parent Education	Yes	\$4,800.00	4742.18		

2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
26562864	6845375	0	25.770%	\$7,886,774.15	0.000%	29.691%	\$0.00	0.000%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
 - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

School districts and COEs: *EC* sections [52060\(g\) \(California Legislative Information\)](#) and [52066\(g\) \(California Legislative Information\)](#) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

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

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Charter schools: *EC* Section [47606.5\(d\) \(California Legislative Information\)](#) requires that the following educational partners be consulted with when developing the LCAP:

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

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

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

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

- For school districts, see [Education Code Section 52062 \(California Legislative Information\)](#);
 - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).

- For COEs, see [Education Code Section 52068 \(California Legislative Information\)](#); and
- For charter schools, see [Education Code Section 47606.5 \(California Legislative Information\)](#).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

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

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

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is not necessarily limited to:
 - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
 - Inclusion of metrics other than the statutorily required metrics
 - Determination of the target outcome on one or more metrics
 - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
 - Inclusion of action(s) or a group of actions
 - Elimination of action(s) or group of actions
 - Changes to the level of proposed expenditures for one or more actions
 - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
 - Analysis of effectiveness of the specific actions to achieve the goal
 - Analysis of material differences in expenditures
 - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
 - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
 - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
 - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

Metric

- Enter the metric number.

Metric

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

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
 - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
 - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
 - Indicate the school year to which the baseline data applies.
 - The baseline data must remain unchanged throughout the three-year LCAP.
 - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain

accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.

- If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

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

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
 - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Action #

- Enter the action number.

Title

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

Description

- Provide a brief description of the action.

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

Total Funds

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

Contributing

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

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

Required Actions

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
 - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
 - Professional development for teachers.
 - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.
- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

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

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

Purpose

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

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

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the “minimum proportionality percentage” or “MPP.” The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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

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

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

LEA-wide and Schoolwide Actions

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.
- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.
- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.
- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
 - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

- The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
 - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
 - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8).

Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***
- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

- **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools.” If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans.” Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
 - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA’s LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as

a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

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

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

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

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
 - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**

- This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**
 - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
 - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
 - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
 - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
 - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
 - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**

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

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.
- **13. LCFF Carryover — Percentage (12 divided by 9)**
 - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

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