



LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Calipatria Unified School District

CDS Code: 13-63107-0000000

School Year: 2024-25

LEA contact information:

Angelita V. Ortiz, Superintendent

Dr. Liliann Patterson, Assistant Superintendent

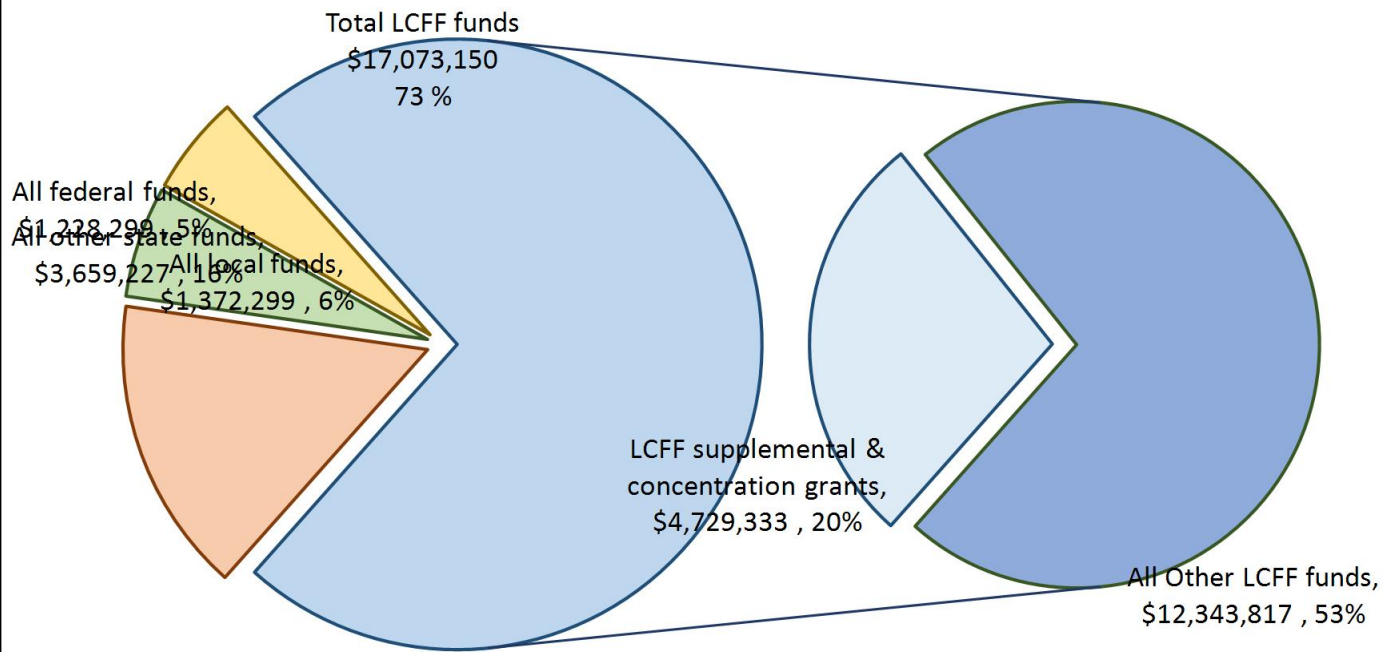
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School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "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

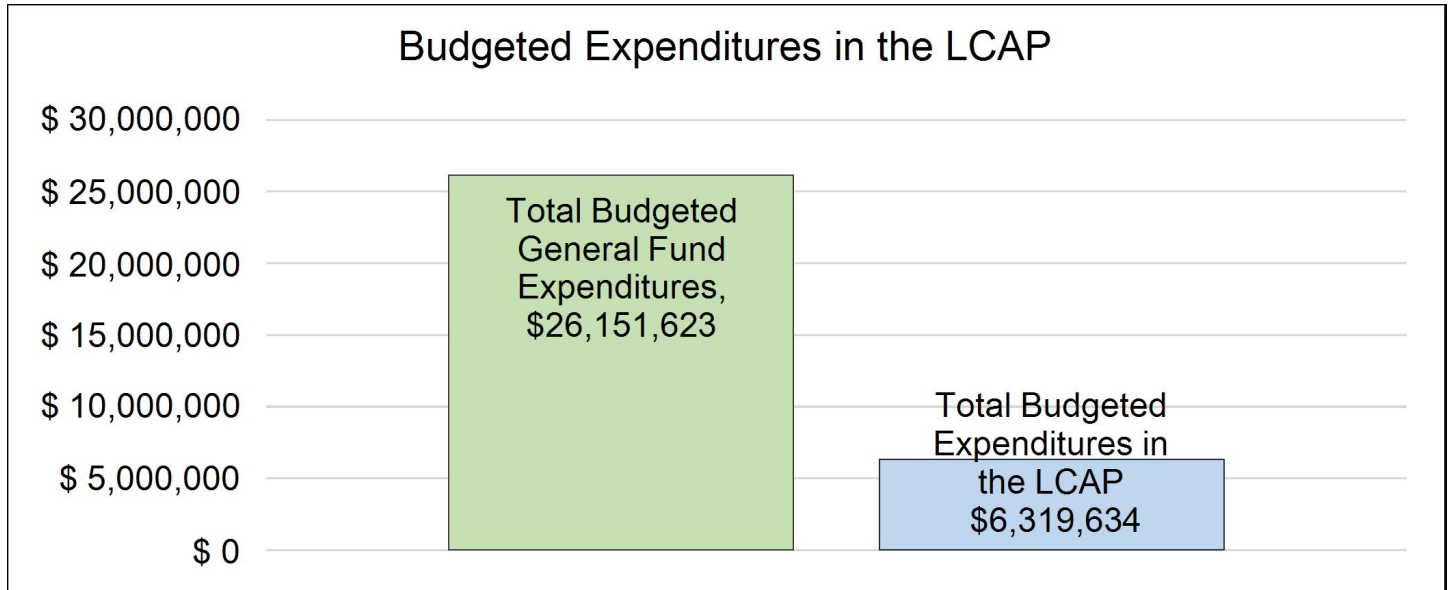


This chart shows the total general purpose revenue Calipatria Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Calipatria Unified School District is \$23,332,975, of which \$17,073,150 is Local Control Funding Formula (LCFF), \$3,659,227 is other state funds, \$1,372,299 is local funds, and \$1,228,299 is federal funds. Of the \$17,073,150 in LCFF Funds, \$4,729,333 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 Calipatria Unified School District plans to spend for 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Calipatria Unified School District plans to spend \$26,151,623 for the 2024-25 school year. Of that amount, \$6,319,634 is tied to actions/services in the LCAP and \$19,831,989 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

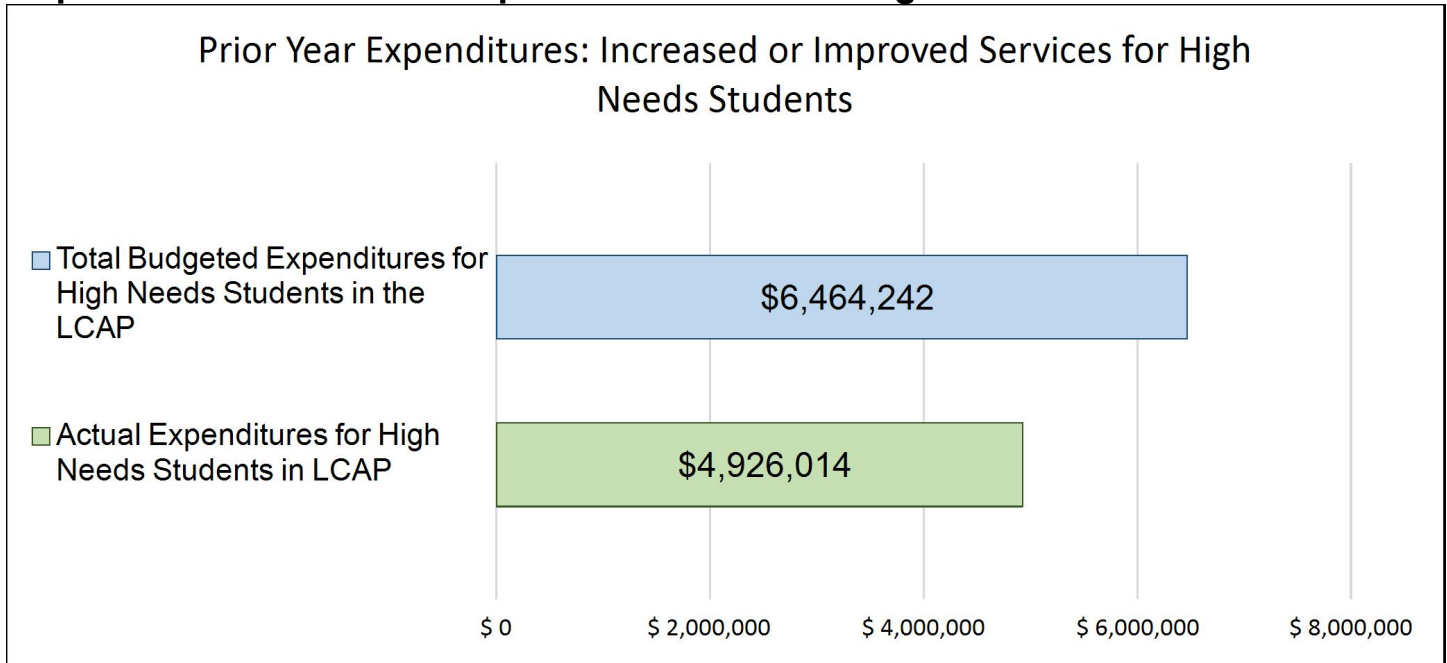
General fund expenditures include basic services for facilities, transportation, school classrooms, and multi-purpose/gymnasiums. Site administrative services and staffing to support general education and special education programs, as mandated by law and/or within CUTA/CSEA bargaining unit contracts. District business services are also part of the General Fund Budget.

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

In 2024-25, Calipatria Unified School District is projecting it will receive \$4,729,333 based on the enrollment of foster youth, English learner, and low-income students. Calipatria Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Calipatria Unified School District plans to spend \$6,319,634 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 Calipatria Unified School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Calipatria Unified School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2023-24, Calipatria Unified School District's LCAP budgeted \$6,464,242 for planned actions to increase or improve services for high needs students. Calipatria Unified School District actually spent \$4,926,014 for actions to increase or improve services for high needs students in 2023-24.

The difference between the budgeted and actual expenditures of \$-1,538,228 had the following impact on Calipatria Unified School District's ability to increase or improve services for high needs students:

The impact upon services for high-needs students in the 2023-2024 school year was insignificant due to COVID and safe school reopening activities. The district was successful in providing in-person instruction for the 2023-2024 school year. The instructional program was given in an in-person setting. Due to COVID-19 cases experienced from August 2023 through March 2024, some of our actions were modified to ensure the safety of our staff and other educational partners. For instance, some travel and conference actions were altered and were provided virtual or in-house. That modification decreased expenditures planned for some actions, as conference and travel fees were not applicable. In addition, some planned actions and expenditures identified hiring specialized staff. Unfortunately, we could not meet some of these actions as the people who applied for these positions were not qualified. The district recognizes the need to address learning loss in the upcoming year.



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
Calipatria Unified School District	Angelita V. Ortiz, Superintendent Dr. Liliann Patterson, Assistant Superintendent	aortiz@calipat.com, (760)348-2892 lpatterson@calipat.com, (760)348-2892

Goals and Actions

Goal

Goal #	Description
1	Calipatria Unified School District will annually increase student academic achievement in English Language Arts (ELA) as evidenced by student performance on state and local measures.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>A. California School Dashboard English Language Arts Performance Level</p> <p>CUSD will achieve no less than a Yellow performance level across all schools, groups, and significant subgroups.</p> <p>In lieu, see Metric C outcome: SBAC Summary of Students scoring Standard Met or Exceeded</p> <p>Blue is Very High Green is High Yellow is Medium Orange is Low Red is Very Low</p>	<p>Calipatria USD has established Fall 2019 California School Dashboard English Language Arts performance as baseline.</p> <p>A. California School Dashboard ELA Performance Levels</p> <p>Schools and All Student Group CUSD Yellow Fremont Orange Grace Smith Green Bill Young Yellow Calipatria High Green</p> <p>Schools and Socio Economically Disadvantage SubGroup CUSD Yellow</p>	<p>California Department of Education will not publish a Fall 2021 California School Dashboard.</p> <p>In lieu, see Metric C outcome: SBAC Summary of Students scoring Standard Met or Exceeded</p>	<p>The California Department of Education published a Fall 2022 California School Dashboard.</p> <p>Performance levels were only reported.</p> <p>A. California School Dashboard ELA Performance Levels</p> <p>Schools and All Student Group CUSD Low Fremont Low Grace Smith No Level assigned Bill Young Low Calipatria High Medium</p> <p>Schools and Socio Economically</p>	<p>The California Department of Education published a Fall 2023 California School Dashboard.</p> <p>Performance levels, status and change, were reported.</p> <p>A. California School Dashboard ELA Performance Levels</p> <p>ALL STUDENT GROUPS</p> <p>CUSD- Low, Orange Fremont- Medium, Yellow Grace Smith-No Level assigned Bill Young Middle School-Low, Orange</p>	<p>100% of all CUSD schools, groups, and significant subgroups will have achieved or exceeded Yellow performance level.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Fremont Orange Grace Smith No Color Bill Young Yellow Calipatria High Yellow</p> <p>Schools and Students with Disabilities SubGroup CUSD Orange Fremont No Color Grace Smith No Color Bill Young Orange Calipatria High No Color</p> <p>Schools and Hispanic SubGroup CUSD Yellow Fremont Orange Grace Smith No Color Bill Young Yellow Calipatria High Yellow</p> <p>No colors reported for Foster nor Homeless Students</p>		<p>Disadvantage Subgroup CUSD Low Fremont Low Grace Smith No Level assigned Bill Young Low Calipatria High Medium</p> <p>Schools and Students with Disabilities Subgroup CUSD Very Low Fremont No Level assigned Grace Smith No Level assigned Bill Young Very Low Calipatria High No Level assigned</p> <p>Schools and Hispanic Subgroup CUSD Low Fremont Low Grace Smith No Level assigned Bill Young Low Calipatria High Medium</p> <p>Schools and White Subgroup CUSD Low</p>	<p>Calipatria High- Medium, Yellow</p> <p>SOCIOECONOMICAL LY DISADVANTAGED SUBGROUP</p> <p>CUSD - Low, Orange Fremont -Medium, Yellow Grace Smith - No Level assigned Bill Young Middle School - Very Low, Red Calipatria High- Low, Orange</p> <p>STUDENTS WITH DISABILITIES SUBGROUP CUSD - Low, Orange Fremont - No Level assigned Grace Smith - No Level assigned Bill Young Middle School - Low, Orange Calipatria High - No Level assigned</p> <p>HISPANIC SUBGROUP CUSD - Low, Orange</p>	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			<p>Fremont No Level assigned</p> <p>Grace Smith No Level assigned</p> <p>Bill Young No Level assigned</p> <p>Calipatria High No Level assigned</p> <p>No colors reported for Foster nor Homeless Students</p> <p>This metric is Informational only</p> <p>This metric is Informational only</p>	<p>Fremont - Medium, Orange</p> <p>Grace Smith - No Level assigned</p> <p>Bill Young Middle School - Low, Orange</p> <p>Calipatria High-Medium, Yellow</p> <p>WHITE SUBGROUP</p> <p>CUSD - Medium, Yellow</p> <p>Fremont - No Level assigned</p> <p>Grace Smith - No Level assigned</p> <p>Bill Young - No Level assigned</p> <p>Calipatria High - No Level assigned</p> <p>CUSD - NO PERFORMANCE LEVEL REPORTED</p> <p>African American</p> <p>Foster Youth</p> <p>Homeless</p> <p>Two or More Races</p> <p>This metric is informational only.</p>	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>B. California School Dashboard Average Distance From Standard in English Language Arts</p> <p>CUSD will annually improve the average distance from standard across all schools, groups, and significant subgroups.</p> <p>In lieu, see Metric C outcome: SBAC Summary of Students scoring Standard Met or Exceeded</p>	<p>B. California School Dashboard Average Distance From Standard in English Language Arts</p> <p>Schools and All Student Group CUSD -11.7 Fremont -44.21 Grace Smith 5.8 Bill Young -11.8 Calipatria High 33.8</p> <p>Schools and Socio Economically Disadvantage SubGroup CUSD -23.5 Fremont -49.9 Grace Smith No Score Bill Young -24.4 Calipatria High 17.1</p> <p>Schools and Students with Disabilities SubGroup CUSD -129.6 Fremont No Score Grace Smith No Score Bill Young -135.7 Calipatria High No Score</p>	<p>California Department of Education will not publish a Fall 2021 California School Dashboard.</p> <p>In lieu, see Metric C outcome: SBAC Summary of Students scoring Standard Met or Exceeded</p>	<p>The California Department of Education published a Fall 2022 California School Dashboard.</p> <p>Performance levels were only reported.</p> <p>B. California School Dashboard Average Distance From Standard in English Language Arts</p> <p>Schools and All Student Group CUSD -46.4 Fremont -56.7 Grace Smith -37 Bill Young -61.7 Calipatria High 23.3</p> <p>Schools and Socio Economically Disadvantage Subgroup CUSD -54.2 Fremont -63.6 Grace Smith No Score Bill Young -68.1 Calipatria High 11.5</p>	<p>The California Department of Education Fall 2023 California School Dashboard.</p> <p>Performance levels were only reported.</p> <p>B. California School Dashboard Average Distance From Standard in English Language Arts</p> <p>ALL STUDENT GROUPS</p> <p>CUSD -50.1 Fremont -38.9 Grace Smith -27.8 Bill Young -66.7 Calipatria High 1.3</p> <p>SOCIOECONOMICALLY DISADVANTAGED GROUP</p> <p>CUSD -57.8 Fremont -45.6 Grace Smith -26 Bill Young -72.4 Calipatria High -16.5</p>	<p>100% of all CUSD schools will have attained a positive 3-year growth in distance from standard outcomes.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Schools and Hispanic SubGroup CUSD -12.6 Fremont -41 Grace Smith No Score Bill Young -13.6 Calipatria High 38.3</p> <p>No scores reported for Foster nor Homeless Students</p>		<p>Schools and Students with Disabilities Subgroup CUSD -148.9 Fremont -113.1 Grace Smith No Score Bill Young -175.6 Calipatria High -113.7</p> <p>Schools and Hispanic Subgroup CUSD -45.2 Fremont -57.4 Grace Smith -46.4 Bill Young -59.6 Calipatria High 22</p> <p>Schools and White Subgroup CUSD -59.6 Fremont No score Grace Smith No score Bill Young No score Calipatria High No score</p> <p>No scores reported for Foster nor Homeless Students</p> <p>This metric is Informational only</p>	<p>STUDENTS WITH DISABILITIES GROUP CUSD -128.4 Fremont -92.9 Grace Smith No Score Bill Young -143.4 Calipatria High No score</p> <p>HISPANIC GROUP CUSD -51.6 Fremont -72.3 Grace Smith -38.9 Bill Young -68.7 Calipatria High 1.4</p> <p>WHITE GROUP CUSD -22 Fremont No score Grace Smith No score Bill Young No score Calipatria High No score</p> <p>No scores reported for African American Foster Youth Homeless Two or More Races</p> <p>This metric is informational only</p>	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>C. SBAC Summary of Students scoring Standard Met or Exceeded</p> <p>CUSD will annually improve the percentage of students scoring Standard Met or Exceeded across all district level groups and significant subgroups.</p>	<p>C. 2019 SBAC Summary of Students scoring Standard Met or Exceeded</p> <p>CUSD All Students 45.47% Hispanic 43.89% White 57.69% English Learners 23.92% English Only 57.11% RFEP 88.06% Students w/Disabilities 3.9% SES Disadvantaged 41.74% Non-SES 64.00% Migrant 42.73% Females 51.04% Males 40.2%</p>	<p>C. 2021 SBAC Summary of Students scoring Standard Met or Exceeded</p> <p>CUSD All Students 26.97% Hispanic 26.79% White 31.71% English Learners 11.43% English Only 26.94% RFEP 60.0% Students w/Disabilities. 1.41% SES Disadvantaged 23.99% Non-SES 49.21% Migrant 35.14% Females 31.71% Males 22.18%</p> <p>A decrease was noted across all student groups and significant subgroups.</p> <p>Annual goal was not met.</p>	<p>C. 2022 SBAC Summary of Students scoring Standard Met or Exceeded</p> <p>CUSD All Students 31.42% Hispanic 31.54% White 42.42% Black or African American 0% English Learners 16.1% English Only 31.91% RFEP 68.83% Students w/Disabilities. 5.48% SES Disadvantaged 28.57% Non-SES 55.55% Migrant 41.31% Females 33.65% Males 29.02%</p> <p>An increase was noted across all student groups and significant subgroups.</p> <p>Annual goal was met.</p>	<p>C. 2023 SBAC Summary of Students scoring Standard Met or Exceeded</p> <p>CUSD All Students - 46.66% Hispanic - 36.08% White - 60.72% Black or African-American - 29.85% English Learners - 10.87% English Only- 51.30% RFEP - 57.91% Students w/Disabilities - Data not available SES Disadvantaged- 35.27% Non-SES - 65.78% Migrant - 24.21% Females - 50.7 % Males - 42.77 %</p> <p>An increase was not noted across all student groups and significant subgroups. English learners, RFEP, and Migrant outcomes were not achieved.</p> <p>Annual goal was not met.</p>	<p>100% of all CUSD level groups and significant subgroups will have attained a positive 3-year growth in the percentage of students scoring standard met or or Exceeded.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
D. CUSD district benchmark reports	D. CUSD district benchmark data	D. CUSD District benchmark data	D. CUSD District benchmark data	D. CUSD District Benchmark Data	100% of all CUSD grade level groups will have attained a 5% increase in the percentage of students scoring At/above 40th Percentile Rank
Original: CUSD will use Spring 2021 data, which is not currently available	Original: CUSD will report Spring 2021 data in November 2021.	Fall 2021 Percentage of Students At/Above 40th Percentile Rank on STAR Reading	Fall 2022 Percentage of Students At/Above 40th Percentile Rank on STAR Reading	Fall 2023 Percentage of Students At/Above 40th Percentile Rank on STAR Reading - Quarter 4	
Adjusted: CUSD will annually improve the percentage of students prepared to meet grade level reading standards as measured by STAR Reading.	Adjusted: Benchmark data will be established with Fall 2021 data.	Gr. 1 34% Gr. 2 38% Gr. 3 32% Gr. 4 37% Gr. 5 14% Gr. 6 28% Gr. 7 25% Gr. 8 20%	Gr. 1 59% Gr. 2 28% Gr. 3 50% Gr. 4 12% Gr. 5 26% Gr. 6 16% Gr. 7 18% Gr. 8 19% Annual goal was not met.	Gr. 1- Data not availble Gr. 2 -Data not availble Gr. 3 - Data not available Gr. 4 - Data not availble Gr. 5 - 44% Gr. 6 - 19% Gr. 7- 7% Gr. 8 - 26% The annual goal was not met.	

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 Calipatria Unified School District implemented all nine actions during the 2023-2024 school year. The substantive difference is primarily acquiring professional development materials, such as [specific materials], supplies, including [specific supplies], and services, such as

[specific services]. The district continued to have access to one-time funding due to the COVID-19 pandemic, and carry-over funds from federal categorical programs were utilized for these services. CUSD provided virtual professional development, which was in person or in the form of travel and conferences.

Some successes experienced in the implementation of Goal 1 are that --

- (1) teachers were hired additional staffing to support English Language Arts achievement by including extra period assignments, class size reduction, and extended learning opportunities;
- (2) Materials and supplies and intervention materials were strategically selected and purchased to support English Language Arts instruction during the school year and extended learning opportunities;
- (3) Resources Teachers at Fremont Primary and Bill Young Jr. Middle School provided services to increase English Language Arts literacy
- (4) CUSD provided additional and focused supplemental English Language Arts instruction across grades 1-6
- (5) Additional support in transitional Kindergarten and Kindergarten was provided during the regular school year.

Data Demonstrating Success -

Successes by Action - 2023 California Dashboard Evidence of Effectiveness

Performance Levels - Color Coding

Blue is Very High -Highest Performance

Green is High

Yellow is Medium

Orange is Low

Red is Very Low - Lowest Performance

Action 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9

- - Calipatria Unified School District, English Language Arts (English Learners), Orange, increased by 8.2 points
- - Calipatria Unified School District, English Language Arts (Students with Disabilities), Orange, increased by 17.9 points

- -Fremont Primary, English Language Arts, Yellow, Increased by 17.7points
- -Fremont Primary, English Language Arts (Current English Learners), Increased by 10.6 points
- -Fremont Primary, English Language Arts (English Only), Increased by 28.4 points

- - Grace Smith Elementary, English Language Arts, No color Reported, Increased by 9.2 points
- -Grace Smith Elementary, English Language Arts (English Only), Increased by 3.9 points

Some challenges in the implementation experienced in Goal 1 are that --

(1) CUSD does not have a large pool of substitute teachers, thus limiting the opportunities for teachers to attend professional development during the week.

Implementation of Actions

1.1 CUSD fully implemented Action 1.1. We had 2 Full-Time Equivalent educators at Bill Young Jr. Middle School, One extra period, and one extended learning position at Calipatria High School.

1.2 CUSD fully implemented Action 1.2. Teachers received supplemental instructional materials and supplies for ELA instruction for the regular school year and extended learning opportunities, including summer school.

1.3 CUSD fully implemented Action 1.3. All requested support from educational partners, including specific support, was provided at the school and district levels. In addition, the shortage of substitutes required the district and schools to offer PD during after-school hours or on Saturdays.

1.4 CUSD fully implemented Action 1.4. We began the school year with a resource teacher at Fremont. At the beginning of the 2023-2024 school year, the second position continued to be vacant and was filled in January when we had a person with the credentialing qualifications required (challenge). Once this resource teacher was hired, this educator began the resource teacher services at Bill Young Jr. Middle School (success). The challenge of finding a qualified applicant was overcome by hiring the resource teacher for BYMS.

1.5 CUSD fully implemented Action 1.5. We fully implemented this action as the two additional positions at Fremont Primary School were fulfilled because we needed qualified applicants. Position Advertisement was posted all year in Edjoin.

1.6 CUSD fully implemented Action 1.6. We had a classified staff who supported student access to technology in the school's computer lab, library, media room, and classrooms at Fremont.

1.7 CUSD fully implemented Action 1.7. We used some one-time allocations to purchase intervention instructional materials and supplies.

1.8. CUSD fully implemented Action 1.8. We had one instructional assistant for each TK and Kindergarten class at Fremont Primary School and Grace Smith School.

1.9 CUSD fully implemented Action 1.9. We provided ongoing professional development focused on opportunities to increase classified staff understanding of standards-aligned instruction, state accountability measurement in terms of ELA, and strategies designed to support student achievement.

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

Action 1.4 bears a significant material difference as the vacancy, a critical factor in our budgeted expenditures, was successfully filled in January 2024.

1.1 CUSD has fully implemented this action for the current school year. We want to assure you that our expenditure planning was meticulous. A total of \$431, 137 was estimated, and actual expenditures were \$491, 059.

1.2 CUSD fully implemented this action for the current school year. The budgeted expenditure was designed to meet the needs of our staff and students, as we provided ongoing supplemental ELA instructional materials and supplies as requested. The budgeted cost was \$ 30,000, with actual expenditures being \$30,000.

1.3 CUSD partially implemented this action for the current school year. Professional development activities were available in an in-person setting. Planned expenditures were \$54,000. Estimated Actual Expenditures were \$33,109. Professional development was provided remotely and in- person at the district or site levels. This decision was in response to the COVID-19 precautionary actions. The district used on-time funding to cover professional development actions.

1.4 CUSD partially implemented. The expenditure difference was due to successfully filling the Bill Young Middle School open vacancy in January 2024. Despite continuous advertising for this second resource teacher position, there were no applicants. However, once we hired the second resource teacher, we began to pay her salary. This successful hiring process demonstrates our commitment to maintaining a stable staffing situation. \$242, 241.00 was estimated, and actual expenditures were \$216,650.

1.5 CUSD partially implemented this action with LCAP funds. The budgeted expenditures met the needs of the four staffing positions. Estimated actual expenditures resulted from staff salary placement and salary increases per negotiations with bargaining units. \$115,000 was estimated, and actual expenses were \$85,421.

1.6 CUSD fully implemented this action with LCAP funds. The budgeted expenditures met the need for one staffing position. Estimated actual expenditures result from staff salary placement and salary increases per negotiations with bargaining units. \$32,524 was estimated, and actual expenses were \$33,416.

1.7 CUSD partially implemented this action with LCAP funds. The budgeted expenditures met the materials and supplies requested by the sites. Planned expenses were covered with one-time funding to support this action. A total of \$80,000 was estimated, and actual expenditures were \$74,000.

1.8 CUSD partially implemented this action with LCAP funds. The budgeted expenditure met the additional staffing positions' needs to support all classrooms servicing TK-K students. Estimated actual expenditures result from staff salary placement and salary increases per negotiations with bargaining units. \$175,758 was estimated, and actual expenditures were \$198,652.

1.9 CUSD partially implemented this action with LCAP funds. The budgeted expenditure successfully met the professional development opportunities, ensuring our staff's continuous growth and development. \$10,000 was estimated, and actual expenditures were \$2,500.

Due to a salary increase for some classified and certificated staff, actual salary amounts were increased to meet this increase (Actions 1.1, 1.4., 1.5., 1.6., and 1.8).

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

Staffing positions identified in this Goal are not only recognized but also highly praised for their effectiveness in maintaining support for student progress. The CUSD will provide smaller class size support (1.1) and intervention resources (1.3, 1.4, 1.5, 1.6), which are consistently identified by site teams as supportive of student progress and effective. The introduction of resource teachers (1.5) in the first year was met with great enthusiasm, and they provided exemplary leadership for intervention programs, significantly increasing intervention materials and supplies for student use (1.7). Their effectiveness was not just acknowledged but celebrated. Materials and supplies were increased to address classroom instruction (1.2) and were found to be highly effective. The addition of classified instructional staff for each TK-KG classroom (1.8) was well received and garnered positive feedback from staff, students, and parents, demonstrating its effectiveness. Professional development opportunities were provided during the school year (1.9).

The increase in classroom support provided certificated instructional staff with additional small-group instruction and increased classroom learning opportunities, which was identified as effective. The targeted professional development actions (1.3) not only supported but also significantly enhanced the use of technology in the classroom to address learning loss and further the understanding and implementation of state assessment standards by instructional staff, which was identified as highly effective. The improvement in student outcomes and progress towards meeting state standards was recognized and celebrated in ELA performance throughout this three-year LCAP cycle.

Effectiveness by Action - 2023 California Dashboard Evidence of Effectiveness

Performance Levels - Color Coding
Blue is Very High -Highest Performance
Green is High
Yellow is Medium
Orange is Low
Red is Very Low - Lowest Performance

Action 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9

- - Calipatria Unified School District, English Language Arts (English Learners), Orange, increased by 8.2 points
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- - Grace Smith Elementary, English Language Arts, No color Reported, Increased by 9.2 points
- -Grace Smith Elementary, English Language Arts (English Only), Increased by 3.9 points

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.

All Actions under Goal 1 will remain the same with one exception. Action 1.9 will be incorporated into Action 1.3 to address the broad support for ongoing ELA professional development to certificated and classified instructional staff. Consulting Fees resulted from the need for changes in approach that needed to be considered. One of the things we want to ensure is to provide systematic professional development opportunities for both teachers and paraprofessionals. Both groups provide direct instructional support for all students, and professional development is needed to equip them. Based on the response/attendance and feedback from these two groups, sometimes they attended professional development provided by a consulting service; however, this was only possible if we could recruit substitutes or if the personal time of our members allowed their attendance. This modification will enable us to provide professional development responsive to the needs of both para-educators and educators. Professional development will be available in the following formats to address our stakeholders' availability: during the school day, after school, and on weekends.

Action 1.4 is to respond to the yearly modification of expenditures. Modifying spending results from the staff's salary placement and salary increase due to negotiations with the bargaining units. During the 2023-2024 school year, we had a full-time resource teacher at Fremont School. We hired a resource teacher for Bill Young Middle School in January 2024. Resource teachers will continue to provide services. We will include and continue the classified instructional paraprofessionals outlined in Action 1.5 to support our English—language—language arts success for low-income students. The budget increased to account for the annual salary increase and the addition of 2 staff (add-on concentration dollars).

Multiple phases of advertisement were conducted; however, there was yet to be a response. Including and continuing the classified instructional paraprofessionals outlined in Action 1.8 (add-on concentration dollars) supported early elementary success for low-income students and the successful use of concentration funding.

All other actions remained the same as the district anticipates; these areas are needed to attain goal outcomes. As one-time dollars were expended and professional development activities resumed with in-person events, the LCAP resources outlined in the actions for Goal 1 will be expended as planned. Metrics for Goal 1 will remain the same. The desired outcomes remained the same to support the achievement in English Language Arts.

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	Calipatria Unified School District will annually increase student academic achievement in Mathematics as evidenced by student performance on state and local measures.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>A. California School Dashboard Mathematics Performance Level</p> <p>CUSD will achieve no less than a Yellow performance level across all schools, groups, and significant subgroups.</p> <p>In lieu, see Metric C outcome: SBAC Summary of Students scoring Standard Met or Exceeded</p> <p>Blue is Very High Green is High Yellow is Medium Orange is Low Red is Very Low</p>	<p>A. Fall 2019 California School Dashboard Mathematics Performance Levels</p> <p>Schools and All Student Group CUSD Yellow Fremont Orange Grace Smith Blue Bill Young Yellow Calipatria High Yellow</p> <p>Schools and Socio Economically Disadvantage SubGroup CUSD Yellow Fremont Yellow Grace Smith No Color Bill Young Yellow Calipatria High Yellow</p>	<p>California Department of Education will not publish a Fall 2021 California School Dashboard.</p> <p>In lieu, see Metric C outcome: SBAC Summary of Students scoring Standard Met or Exceeded</p>	<p>The California Department of Education published a Fall 2022 California School Dashboard.</p> <p>Performance levels were only reported.</p> <p>A. California School Dashboard Math Performance Levels</p> <p>Schools and All Student Group CUSD Low Fremont Low Grace Smith No Level assigned Bill Young Very Low Calipatria High Low</p> <p>Schools and Socio Economically</p>	<p>The California Department of Education published a Fall 2023 California School Dashboard.</p> <p>Performance levels were only reported.</p> <p>A. California School Dashboard Mathematics Performance Levels</p> <p>ALL STUDENT GROUPS CUSD Medium, Yellow Fremont Medium, Yellow Grace Smith No Performance Level assigned Bill Young Very Low Calipatria High Low</p>	<p>100% of all CUSD schools, groups, and significant subgroups will have achieved or exceeded Yellow performance level.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Schools and Students with Disabilities SubGroup CUSD Orange Fremont No Color Grace Smith No Color Bill Young Orange Calipatria High No Color</p> <p>Schools and Hispanic SubGroup CUSD Yellow Fremont Yellow Grace Smith No Color Bill Young Yellow Calipatria High Green</p> <p>No colors reported for Foster nor Homeless Students</p>		<p>Disadvantage Subgroup CUSD Low Fremont Low Grace Smith No Level assigned Bill Young Very Low Calipatria High Very Low</p> <p>Schools and Students with Disabilities Subgroup CUSD Very Low Fremont No Level assigned Grace Smith No Level assigned Bill Young Very Low Calipatria High No Level assigned</p> <p>Schools and Hispanic Subgroup CUSD Low Fremont Low Grace Smith No Level assigned Bill Young Very Low Calipatria High Low</p> <p>Schools and White Subgroup CUSD Low</p>	<p>SOCIOECONOMICALY DISADVANTAGED SUBGROUP CUSD Medium, Yellow Fremont Medium, Yellow Grace Smith No Level assigned Bill Young Very Low Calipatria High Very Low</p> <p>STUDENT WITH DISABILITIES SUBGROUP CUSD Low, Orange Fremont No Performance Level assigned Grace Smith No Level assigned Bill Young Very Low Calipatria High No Level assigned</p> <p>HISPANIC SUBGROUP CUSD Medium, Yellow Fremont High, Green Grace Smith No Level assigned</p>	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			<p>Fremont No Level assigned</p> <p>Grace Smith No Level assigned</p> <p>Bill Young No Level assigned</p> <p>Calipatria High No Level assigned</p> <p>No colors reported for Foster Youth or Homeless</p> <p>This metric is Informational only</p> <p>This metric is Informational only</p>	<p>Bill Young Very Low</p> <p>Calipatria High Low</p> <p>WHITE SUBGROUP</p> <p>CUSD Medium, Yellow</p> <p>Fremont No Level assigned</p> <p>Grace Smith No Level assigned</p> <p>Bill Young No Level assigned</p> <p>Calipatria High No Level assigned</p> <p>No colors were reported for Foster Youth or Homeless</p> <p>This metric is Informational only.</p> <p>This metric is Informational only.</p>	
<p>B. California School Dashboard Mathematics Average Distance From Standard</p> <p>CUSD will annually improve the average distance from</p>	<p>B. Fall 2019 California School Dashboard Mathematics Average Distance From Standard</p> <p>Schools and All Student Group</p>	<p>California Department of Education will not publish a Fall 2021 California School Dashboard.</p> <p>In lieu, see Metric C outcome: SBAC Summary of Students</p>	<p>The California Department of Education published a Fall 2022 California School Dashboard.</p> <p>Performance levels were only reported.</p>	<p>The California Department of Education published a Fall 2023 California School Dashboard.</p> <p>Performance levels were only reported.</p>	<p>100% of all CUSD schools will have attained a positive growth in distance from standard outcomes.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>standard across all schools, groups, and significant subgroups.</p> <p>In lieu, see Metric C outcome: SBAC Summary of Students scoring Standard Met or Exceeded</p>	<p>CUSD -57.6 Fremont -39.8 Grace Smith 9.2 Bill Young -68.6 Calipatria High -61.9</p> <p>Schools and Socio Economically Disadvantage SubGroup CUSD -68.1 Fremont -44.6 Grace Smith No Color Bill Young -82.4 Calipatria High -78.9</p> <p>Schools and Students with Disabilities SubGroup CUSD -156.9 Fremont No Color Grace Smith No Color Bill Young -180.4 Calipatria High No Color</p> <p>Schools and Hispanic SubGroup CUSD -58.3 Fremont -40.7 Grace Smith No Color Bill Young -69.6 Calipatria High 59.7</p>	<p>scoring Standard Met or Exceeded</p>	<p>B. California School Dashboard Average Distance From Standard in Mathematics</p> <p>Schools and All Student Group CUSD -87.1 Fremont -49.9 Grace Smith -38.4 Bill Young -99.8 Calipatria High -113.7</p> <p>Schools and Socio Economically Disadvantage Subgroup CUSD -93.5 Fremont -57.1 Grace Smith -42.8 Bill Young -103.7 Calipatria High -131.1</p> <p>Schools and Students with Disabilities Subgroup CUSD -169.9 Fremont -130.6 Grace Smith No Score Bill Young -183.2 Calipatria High -201.5</p> <p>Schools and Hispanic Subgroup</p>	<p>B. California School Dashboard Average Distance From Standard in Mathematics</p> <p>ALL STUDENT GROUPS CUSD -76.1 Fremont -25.4 Grace Smith -18.5 Bill Young -97.1 Calipatria High -82.7</p> <p>SOCIOECONOMICALY DISADVANTAGED SUBGROUP CUSD -84.1 Fremont -30.7 Grace Smith -20.4 Bill Young -104 Calipatria High -103.6</p> <p>STUDENT WITH DISABILITIES SUBGROUP CUSD -160.1 Fremont - 67.7 Grace Smith No Score Bill Young -193. Calipatria High No score</p>	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	No colors reported for Foster nor Homeless Students		<p>CUSD -87.6 Fremont -49.2 Grace Smith -51 Bill Young -99.5 Calipatria High -114.5</p> <p>Schools and White Subgroup CUSD -77.9 Fremont No score Grace Smith No score Bill Young -98.6 Calipatria High No score</p> <p>No scores reported for Foster nor Homeless Students</p> <p>This metric is Informational only</p> <p>This metric is Informational only</p>	<p>HISPANIC SUBGROUP CUSD -77.5 Fremont -23.8 Grace Smith -36.4 Bill Young -99.5 Calipatria High -79.9</p> <p>WHITE SUBGROUP CUSD -37.9 Fremont No score Grace Smith No score Bill Young -98.8 Calipatria High No score</p> <p>No scores reported for Foster Youth, Homeless, and Two or More Races</p> <p>This metric is Informational only</p>	
<p>C. SBAC Mathematics Summary of Students scoring Standard Met or Exceeded</p> <p>CUSD will annually improve the percentage of</p>	<p>C. Spring 2019 SBAC Mathematics Summary of Students scoring Standard Met or Exceeded</p> <p>CUSD All Students 26.83% Hispanic 25.76%</p>	<p>C. Spring 2021 SBAC Mathematics Summary of Students scoring Standard Met or Exceeded</p> <p>CUSD All Students 8.87% Hispanic 8.51%</p>	<p>C. 2022 SBAC Summary of Students scoring Standard Met or Exceeded</p> <p>CUSD All Students 16.27% Hispanic 16.0% White 28.13%</p>	<p>C. 2023 SBAC Summary of Students scoring Standard Met or Exceeded</p> <p>CUSD All Students 31.30% Hispanic 65% White 32.49%</p>	100% of all CUSD level groups and significant subgroups will have attained a positive growth in the percentage of students scoring standard met or exceeded.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
students scoring Standard Met or Exceeded across all district level groups and significant subgroups.	White 38.46% English Learners 14.09% English Only 30.51% RFEP 47.76% Students w/Disabilities 1.3% SES Disadvantaged 21.8% Non-SES 52% Migrant 14.54%	White 14.64% English Learners 2.87% English Only 9.33% RFEP 20.0% Students w/Disabilities 0.0% SES Disadvantaged 7.91% Non-SES 16.13% Migrant 8.03% A decrease was noted across all district level groups and significant subgroups. Annual progress was not met.	Black or African American 0% English Learners 16.1% English Only 19.74% RFEP 26.32% Students w/Disabilities. 3.08% SES Disadvantaged 13.25% Non-SES 41.27% Migrant 17.17% Females 14.62% Males 17.99% An increase was noted across all student groups and significant subgroups. Annual goal was met.	Black or African American 31.62% English Learners 29.02% English Only 31.23% RFEP 35.56% Students w/Disabilities - Data not available SES Disadvantaged 32.70% Non-SES 28.39% Migrant 40.32% Females 28.15% Males 32.71% An increase was noted across all student groups and significant subgroups. Annual goal was met.	
D. CUSD district Mathematics benchmark reports Original: CUSD will use Spring 2021 data, which is not currently available Adjusted: CUSD will annually improve the	D. CUSD district Mathematics benchmark data Original: CUSD will report Spring 2021 data in November 2021. Adjusted: Benchmark data will be	D. CUSD District benchmark data Fall 2021 Percentage of Students At/Above 40th Percentile Rank on STAR Math Gr. 1 58% Gr. 2 36% Gr. 3 37%	D. CUSD District benchmark data Fall 2021 Percentage of Students At/Above 40th Percentile Rank on STAR Math Gr. 1 28% Gr. 2 27% Gr. 3 52%	D. CUSD District benchmark data Fall 2022 Percentage of Students At/Above 40th Percentile Rank on STAR Math Gr. 1 Data not available Gr. 2 Data not available Gr. 3 Data not available	100% of all CUSD grade level groups will have attained a 5% increase in the percentage of students scoring At/above 40th Percentile Rank

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
percentage of students prepared to meet grade level reading standards as measured by STAR Math.	established with Fall 2021 data.	Gr. 4 35% Gr. 5 14% Gr. 6 27% Gr. 7 25% Gr. 8 26%	Gr. 4 20% Gr. 5 46% Gr. 6 32% Gr. 7 48% Gr. 8 42% Annual goal was not met.	Gr. 4 Data not available Gr. 5 Data not available Gr. 6 Data not available Gr. 7 Data not available Gr. 8 Data not available Annual goal was not met.	

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.

Most actions were implemented during the 2023-2024 school year. The substantive difference is acquiring professional development materials, supplies, and services. The district continued access to one-time funding due to the COVID-19 pandemic and carry-over funds from federal categorical programs utilized for these services. Professional development actions were offered virtually, and others were held in person. Additional implementation of this action was attained by expenditures covering travel and conferences.

Some successes experienced in the implementation of Goal 2 are that --

- (1) teachers were hired additional staffing to support mathematics achievement by including extra period assignments, class size reduction, and extended learning opportunities;
- (2) Materials and supplies were strategically selected and purchased to support mathematics instruction during the school year and extended learning opportunities;
- (3) Resources Teachers at Fremont Primary and Bill Young Jr. Middle School provided services to increase mathematics literacy and
- (4) CUSD provided additional and focused supplemental mathematics instruction across grades 1-6.

Data Demonstrating Success -
Successes by Action - 2023 California Dashboard Evidence of Effectiveness

Performance Levels - Color Coding
Blue is Very High -Highest Performance

Green is High
Yellow is Medium
Orange is Low
Red is Very Low - Lowest Performance

Actions 2.1, 2.2, 2.3, 2.4, and 2.5,

- - Calipatria Unified School District, Mathematics (All Students), Yellow, increased by 11 points
- - Calipatria Unified School District, Mathematics (English Learners), Orange, increased by 8.2 points
- - Calipatria Unified School District, Mathematics (Students with Disabilities), Orange, increased by 17.9 points
- - Calipatria Unified School District, Mathematics (Current English Learners), Maintained 1.3 points
- - Calipatria Unified School District, Mathematics (Recently Reclassified English Learners), increased by 6.2 points
- - Calipatria Unified School District, Mathematics (English Only), increased by 10.5 points

- - Calipatria High School, Mathematics (All Students), Yellow, increased by 30.9 points
- - Calipatria High School, Mathematics (Hispanic), Yellow, increased by 34.6 points
- - Calipatria High School, Mathematics (Socioeconomically Disadvantaged), Yellow, increased by 27.5 points
- - Calipatria High School, Mathematics (Current English Learners), increased by 20.3 points
- - Calipatria High School, Mathematics (Recently Reclassified English Learners), increased by 81.8 points
- - Calipatria High School, Mathematics (English Only), increased by 14.3 points

- Bill Young Jr. Middle School (Recently Reclassified English Learners), Maintained by 2.1 points
- Bill Young Jr. Middle School (English Only), Maintained by 1.8 points

- -Fremont Primary, Mathematics (All Students), Yellow, increased by 26.9 points
- -Fremont Primary, Mathematics (English Learners), Yellow, increased by 14 points
- -Fremont Primary, Mathematics (Socioeconomically Disadvantaged), Yellow, increased by 29.2 points
- -Fremont Primary, (Current English Learners) increased by 27 points
- -Fremont Primary, (English Only) increased by 36.5 points

- -Grace Smith, Mathematics (All Students), No Performance Level, increased by 20 points
- -Grace Smith, Mathematics (Hispanic), No Performance Level, increased by 14.6 points
- -Grace Smith, Mathematics (Socioeconomically Disadvantaged), No Performance Level, increased by 22.4 points
- -Grace Smith, (English Only) increased by 11.6 points

Some challenges in the implementation experienced in Goal 2 are that --

(1) CUSD does not have a large pool of substitute teachers, thus limiting the opportunities for teachers to attend professional development during the week.

Implementation of Actions

2.1 CUSD fully implemented this action. Bill Young Jr. Middle School had teachers hired and implemented the extended learning position. In addition, we hired a full-time teacher at CHS, added an extra period, and provided an extended learning position.

2.2 CUSD fully implemented this action. CUSD provided supplemental Instructional Materials and Supplies for Mathematics to support math instruction during the regular school year and extended learning opportunities.

2.3 CUSD partially implemented this action. There were a few staff attending conferences.

2.4 CUSD partially implemented this action. The district used on-time monies to cover math professional development activities provided in this action.

2.5 CUSD fully implemented this action. CUSD reorganized the instructional day and captured and alighted the daily excessive instructional minutes within the master schedules to provide additional focused supplemental mathematics instruction across grades 1 through 6.

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.

2.1 CUSD has fully implemented this action for the current school year. We want to assure you that our expenditure planning was meticulous. A total of \$236,430 was estimated, and actual expenditures were \$258,640.

2.2 CUSD fully implemented this action for the current school year. Supplemental Instructional Materials and Supplies for Mathematics were provided to support math instruction during the regular school year, and extended learning opportunities cost \$21,700, with actual expenditures being \$35,507.

2.3 CUSD partially implemented this action for the current school year. Professional development activities were available in an in-person setting. Planned expenditures were \$15,000. Estimated Actual Expenditures were \$2,500. Professional development was provided remotely and in-person at the district or site levels. This decision was in response to the COVID-19 precautionary actions. The district used on-time funding to cover professional development actions.

2.4 CUSD partially implemented this action for the current school year with LCAP funding as planned to continue training and provide tools to develop mathematical lessons, assessments, and interventions. In addition, teachers in grades 3-12 participated in an in-person session, assessments, and identification of SBAC interim assessments implemented during the school year. The district used on-time funding to cover professional development actions. \$65,000 was estimated, and actual expenditures were \$13,195.

2.5 CUSD fully implemented this action with LCAP funds. CUSD reorganized the instructional day and captured and alighted the daily excessive instructional minutes within the master schedules to provide additional focused supplemental mathematics instruction across grades 1 through 6. A total of \$230, 000 was estimated, and actual expenditures were \$230, 792.

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

Staffing positions identified in this Goal are recognized to be effective at maintaining support for student progress. Smaller class-size support site teams acknowledge the effectiveness of actions (2.1) and intervention resources (2.5) as supportive of student progress. Year one of instructional minute alignment (2.5) was well received, provided additional instruction in mathematics, and was identified as effective. An increase in materials and supplies was provided to address classroom instruction (2.2) and was recognized as effective. Support for professional development in mathematics was effective, and (2.3 and 2.4) continued during the school year; however, not all LCAP funding was needed to address training both in person and virtually.

Effectiveness by Action - 2023 California Dashboard Evidence of Effectiveness

Performance Levels - Color Coding
Blue is Very High -Highest Performance
Green is High
Yellow is Medium
Orange is Low
Red is Very Low - Lowest Performance

Actions 2.1, 2.2, 2.3, 2.4, and 2.5,

- Calipatria Unified School District, Mathematics (All Students), Yellow, increased by 11 points
- Calipatria Unified School District, Mathematics (English Learners), Orange, increased by 8.2 points
- Calipatria Unified School District, Mathematics (Students with Disabilities), Orange, increased by 17.9 points
- Calipatria Unified School District, Mathematics (Current English Learners), Maintained 1.3 points
- Calipatria Unified School District, Mathematics (Recently Reclassified English Learners), increased by 6.2 points
- Calipatria Unified School District, Mathematics (English Only), increased by 10.5 points

- Calipatria High School, Mathematics (All Students), Yellow, increased by 30.9 points
- Calipatria High School, Mathematics (Hispanic), Yellow, increased by 34.6 points
- Calipatria High School, Mathematics (Socioeconomically Disadvantaged), Yellow, increased by 27.5 points
- Calipatria High School, Mathematics (Current English Learners), increased by 20.3 points
- Calipatria High School, Mathematics (Recently Reclassified English Learners), increased by 81.8 points
- Calipatria High School, Mathematics (English Only), increased by 14.3 points

- Bill Young Jr. Middle School (Recently Reclassified English Learners), Maintained by 2.1 points
- Bill Young Jr. Middle School (English Only), Maintained by 1.8 points
- -Fremont Primary, Mathematics (All Students), Yellow, increased by 26.9 points
- -Fremont Primary, Mathematics (English Learners), Yellow, increased by 14 points
- -Fremont Primary, Mathematics (Socioeconomically Disadvantaged), Yellow, increased by 29.2 points
- -Fremont Primary, (Current English Learners) increased by 27 points
- -Fremont Primary, (English Only) increased by 36.5 points
- -Grace Smith, Mathematics (All Students), No Performance Level, increased by 20 points
- -Grace Smith, Mathematics (Hispanic), No Performance Level, increased by 14.6 points
- -Grace Smith, Mathematics (Socioeconomically Disadvantaged), No Performance Level, increased by 22.4 points
- -Grace Smith, (English Only) increased by 11.6 points

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

There were no changes for Goal 2. All actions will remain the same as the district anticipates these areas are needed for attaining goal outcomes. As one-time dollars are expended and professional development opportunities return to in-person events, the LCAP resources outlined in the actions for Goal 2 will be expended as planned. Metrics for Goal 2 will stay the same Desired outcomes will remain the same at this time to support the achievement in mathematics.

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	Calipatria Unified School District will annually increase student achievement for English Language Learners as evidenced by student performance on state and local measures.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>A. California School Dashboard Performance Level in English Language Arts for English Learners</p> <p>CUSD will achieve no less than a Yellow performance for English Language Learners in ELA and Math.</p> <p>IN LIEU, see Metric C outcomes: English Learner fluency progress</p> <p>Blue is Very High Green is High Yellow is Medium Orange is Low Red is Very Low</p>	<p>A. Fall 2019 California School Dashboard Performance Levels for English Learner</p> <p>ELA CUSD Orange Fremont Yellow Grace Smith No color Bill Young Yellow Calipatria High No color</p> <p>Math CUSD Yellow Fremont Yellow Grace Smith No color Bill Young Yellow Calipatria High No color</p>	<p>California Department of Education will not publish a Fall 2021 California School Dashboard.</p> <p>IN LIEU, see Metric C outcomes: English Learner fluency progress</p>	<p>The California Department of Education published a Fall 2022 California School Dashboard.</p> <p>Performance levels were only reported.</p> <p>ELA CUSD Low Fremont Low Grace Smith No level assigned Bill Young Very Low Calipatria High Low</p> <p>Math CUSD Very Low Fremont Low Grace Smith No level assigned Bill Young Very Low Calipatria High Very Low</p>	<p>The California Department of Education published a Fall 2023 California School Dashboard.</p> <p>Performance levels were only reported.</p> <p>ELA CUSD Low, Orange Fremont Medium, Yellow Grace Smith No level assigned Bill Young Low, Orange Calipatria High Medium, Yellow</p> <p>Math CUSD Medium, Yellow Fremont Medium, Yellow</p>	<p>CUSD will achieve no less than a Yellow performance for English Language Learners in ELA and Math.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			This metric is Informational only	Grace Smith No level assigned Bill Young Very Low, Red Calipatria High Medium, Yellow This metric is Informational only	
<p>B. California School Dashboard Average Distance From Standard for English Learners</p> <p>CUSD will annually improve the average distance from standard across all schools for English Language Learners in ELA and Math.</p> <p>IN LIEU, see Metric C outcomes: English Learner fluency progress</p>	<p>B. Fall 2019 California School Dashboard Average Distance From Standard for English Learners</p> <p>ELA CUSD -34.9 Fremont -46.7 Grace Smith No score Bill Young -34.5 Calipatria High No score</p> <p>Math CUSD -78.1 Fremont -36.9 Grace Smith No score Bill Young -92.5 Calipatria High No score</p>	<p>California Department of Education will not publish a Fall 2021 California School Dashboard.</p> <p>IN LIEU, see Metric C outcomes: English Learner fluency progress</p>	<p>The California Department of Education published a Fall 2022 California School Dashboard.</p> <p>Performance levels were only reported. ELA CUSD -66.1 Fremont -68.4 Grace Smith No level assigned Bill Young -74.5 Calipatria High -14.1</p> <p>Math CUSD -108.2 Fremont -57.8 Grace Smith No level assigned Bill Young -119.5 Calipatria High -172.3</p>	<p>The California Department of Education published a Fall 2023 California School Dashboard.</p> <p>Performance levels were only reported. English Language Arts CUSD -50.1 Fremont -38.9 Grace Smith -27.8 Bill Young -66.7 Calipatria High -1.3</p> <p>Math CUSD -76.1 Fremont -25.4 Grace Smith -18.5 Bill Young -97.1 Calipatria High -82.7</p>	<p>CUSD will have attained a positive growth in distance from standard across all schools for English Language Learners in ELA and Math.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			Calipatria High No score This metric is Informational only	This metric is Informational only	
<p>C. California School Dashboard English Learner Progress</p> <p>CUSD and each school site will annually meet High or Very High progress levels on the percentage of English Language Learners making progress towards English Language Proficiency.</p> <p>AMENDED C. English Learner Fluency Progress</p> <p>CUSD will annually improve the percentage of English Language Learners meeting Proficient Level 4 performance on the Summative ELPAC.</p>	<p>C. Fall 2019 California School Dashboard English Learner Progress</p> <p>CUSD High 53.8% Fremont Low 39.5% Grace Smith Very Low 27.8% Bill Young Very High 76.7% Calipatria Very High 67.5%</p> <p>ADJUSTED METRIC BASELINE C. 2018-2019 ELPAC Summative Performance % of Students meeting Proficient Level 4</p> <p>CUSD 28.3%</p> <p>Note 2019-2020 data is not available</p>	<p>C. 2020-21 English Learner Progress Percentage of students meeting Proficient Level 4 performance on the Summative ELPAC</p> <p>CUSD 13.98%</p> <p>Did not meet</p>	<p>C. 2021-2022 English Learner Progress Percentage of students meeting Proficient Level 4 performance on the Summative ELPAC</p> <p>CUSD 15.57%</p> <p>Annual metric goal was met</p>	<p>C. 2022-2023 English Learner Progress Percentage of students meeting Proficient Level 4 performance on the Summative ELPAC</p> <p>CUSD 16.50% Fremont 10.69% Grace Smith No Available Data Bill Young 32.46% Calipatria High 11.39%</p> <p>Annual metric goal was met</p>	<p>100% of all CUSD schools will have met High or Very High progress.</p> <p>AMENDED OUTCOME CUSD will have improved the % of students meeting Proficient Level 4 on the Summative ELPAC to 30%.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>D. CUSD Local Data</p> <p>Long Term English Learners (LTEL) Reclassification</p> <p>CUSD will increase the percentage of students meeting fluency and exiting the English Learner program as evidenced by the decrease in percentage of LTEL students.</p> <p>Data Quest</p>	<p>D. 2019-2020 CUSD Local Data</p> <p>LTEL (6+ years) CUSD 8.8% Data Quest 11.3%</p>	<p>D. 2020-2021 CUSD Local Data</p> <p>LTEL (6+ years) CUSD 26.3% ICOE Presentation 22.7%</p> <p>A noted increase in students identified as LTEL.</p> <p>CUSD did not meet metric outcome.</p>	<p>D. 2021-2022 CUSD Local Data</p> <p>LTEL (6+ years) CUSD 27.8% ICOE Presentation 23.9%</p> <p>A noted increase in students identified as LTEL.</p> <p>CUSD did not meet annual metric outcome.</p>	<p>D. 2022-2023 CUSD Local Data</p> <p>LTEL (6+ years) CUSD 27.8%</p> <p>A noted decrease in students identified as LTEL.</p> <p>CUSD did not meet annual metric outcome.</p>	<p>CUSD will have improved LTEL percentage to 6.8%.</p>
<p>E. CUSD Local Data</p> <p>CALPADS Fall 1 Redesignated FEP (RFEP) Counts</p> <p>CUSD will increase the percentage of RFEP students reported in CALPADS Fall 1.</p>	<p>E. 2019-2020 CUSD Local Data</p> <p>RFEP 11.0%</p>	<p>E. 2020-2021 CUSD Local Data</p> <p>RFEP 13%</p> <p>CUSD met the annual progress.</p>	<p>E. 2021-2022 CUSD Local Data</p> <p>RFEP 12.8%</p> <p>CUSD did not meet the annual progress.</p> <p>CUSD did increase the RFEP count from 149 to 150 on the Fall 1 counts</p>	<p>E. 2022-2023 D CUSD Data Quest</p> <p>RFEP 30.80%</p> <p>CUSD did not meet the annual progress.</p>	<p>CUSD will attain 15% of students identified for RFEP designation.</p>

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.

CUSD demonstrated its unwavering commitment by implementing these actions during the 2023-2024 school year. The district continued access to one-time funding due to the COVID-19 pandemic and carry-over funds from federal categorical programs utilized for these services. Professional development actions were attained virtually and in person throughout the school year, thereby limiting or not needing travel and conference expenditures.

Some successes experienced in the implementation of Goal 3 are that --

- (1) Additional staff was provided to support English language fluency achievement, expanding course offerings for master schedule flexibility, class size reduction, and extended learning;
- (2) Materials and supplies were strategically selected and purchased to support English learner instruction during the school year and extended learning opportunities;
- (3) CUSD provided instructional support to classroom learning by providing instructional aides to support newcomers.

Data Demonstrating Success -

Successes by Action - 2023 California Dashboard Evidence of Effectiveness

Performance Levels - Color Coding

Blue is Very High -Highest Performance

Green is High

Yellow is Medium

Orange is Low

Red is Very Low - Lowest Performance

Actions 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, and 3.7

- - Calipatria Unified School District, Mathematics (Current English Learners), Maintained 1.3 points
- - Calipatria Unified School District, Mathematics (Recently Reclassified English Learners), increased by 6.2 points
- - Calipatria Unified School District, Summative ELPAC, 45.3% Progressed at least one English Learner Progress Indicator
- - Calipatria Unified School District, Summative ELPAC, 5% Maintained English Learner Progress Indicator Level 4

- - Calipatria High School, Mathematics (Current English Learners), increased by 20.3 points
- - Calipatria High School, Mathematics (Recently Reclassified English Learners), increased by 81.8 points

- - Calipatria High School, Summative ELPAC, 24.7% Progressed at least one English Learner Progress Indicator
- - Calipatria High School, Summative ELPAC, 4.1% Maintained English Learner Progress Indicator Level 4
- Bill Young Jr. Middle School (Recently Reclassified English Learners), Maintained by 2.1 points
- Bill Young Jr. Middle School, Summative ELPAC, 59.5% Progressed at least one English Learner Progress Indicator
- Bill Young Jr. Middle School, Summative ELPAC, 7.2% Maintained English Learner Progress Indicator Level 4
- -Fremont Primary, Mathematics (English Learners), Yellow, increased by 14 points
- -Fremont Primary, (Current English Learners) increased by 27 points
- -Fremont Primary, Summative ELPAC, 44.7% Progressed at least one English Learner Progress Indicator
- -Fremont Primary, Summative ELPAC, 3.5% Maintained English Learner Progress Indicator Level 4

Some challenges in the implementation experienced in Goal 3 are that --

(1) CUSD does not have a large pool of substitute teachers, thus limiting the opportunities for teachers to attend professional development during the week.

Implementation of Actions

3.1 CUSD partially implemented this action and provided one extra period and one extended learning support to BYMS. In addition, one extended learning support was provided at Fremont, and the additional support was provided at CHS. The CUSD did not encounter any challenges in recruiting and retaining these staff.

3.2 CUSD partially implemented this action by recruiting and retaining paraprofessional instructional aides who provided small, successful group instruction and other services to English learners.

3.3 CUSD partially implemented this action. One challenge we faced was that we still experienced difficulties due to COVID-19 cases. Our staff felt more comfortable participating in local in-person and virtual PD as a prudent response.

3.4 CUSD partially implemented this action. We had the opportunity to train ELD teachers from the CHS to implement the supplemental materials for ELD instruction effectively. This PD focuses on addressing and increasing student achievement in language development for reading, writing, listening, and speaking during integrated and designated ELD instruction.

3.5 CUSD partially implemented this action. CUSD provided supplemental materials and supplies to support ELD instruction during the school day and extended learning time.

3.6 CUSD partially implemented this action. The school sites did not report any expenditures for this action and its allocation to each school site.

3.7 CUSD fully implemented this action as in-person training. (This action does not have a monetary allocation as it is presented as a percentage and is a qualitative action).

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.

3.1 CUSD has partially implemented this action for the current school year. The budgeted expenditures met the need for the staffing positions. Estimated actual expenditures result from staff salary placements. \$98,017 was estimated, and actual expenditures were \$93,181.

3.2 CUSD partially implemented this action for the current school year. The budgeted expenditures met the needs of the four staffing positions. Estimated actual expenditures result from staff salary placement. The budgeted cost was \$136,827, with actual expenditures being \$132,913.

3.3 CUSD partially implemented this action for the current school year. Budgeted expenditures were not needed for travel and the conference, as planned. EL training was held via virtual platforms or in person. Planned expenditures were \$15,000. Estimated Actual Expenditures were \$8,000. Professional development was provided remotely and in- person at the district or site levels. This decision was in response to the COVID-19 precautionary actions. The district used on-time funding to cover professional development actions.

3.4 CUSD partially implemented. The budgeted expenditures met the need for the requested training activity. Other planned expenses were offset by other district one-time funding to support this action. \$48,750 was estimated, and actual expenditures were \$21,777.

3.5 CUSD partially implemented this action with LCAP funds. The budgeted expenditures met the materials and supplies requested by the sites. Other planned expenses were offset by other district one-time funding to support this action. \$18,000 was estimated, and actual expenditures were \$7,250.

3.6 CUSD partially implemented this action with LCAP funds. The budgeted expenditures were met. The success was that teachers participated in ongoing collaboration regarding curriculum alignment and EL support during integrated and designated ELD instruction. \$24,635 was estimated, and actual expenditures were \$3,696.

3.7 CUSD fully implemented this action with LCAP funds. The action was partially implemented because the district provided in-person training in academic vocabulary and language development instead of videos. -- This action does not have any allocation attached. (It does not have a monetary allocation as it is presented as a percentage and is a qualitative action.)

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

Staffing positions identified in this Goal are all recognized to be effective at maintaining support for student progress. Smaller class size support (Action 3.1) and additional instructional services (Actions 3.1 and 3.2) are recognized by site teams as supportive of student progress and supporting access to the core for English Learners. To address classroom instruction, an increase in materials and supplies was provided (Action 3.5). Support for professional development consultation services (Action 3.4 and 3.6) in English Language Development continued during the school year with access to online training platforms. However, travel and conference opportunities were limited due to the continuance of virtual platforms and staff availability to attend conferences. The district provided in-house professional development (Actions 3.3 and 3.4) to address the professional development of English learners. Limited substitutes were also a challenging factor limiting our staff from attending conferences and professional development outside the district (Action 3.3 and 3.4). Professional development in terms of academic vocabulary and language development was provided to all teachers at the district level (Action 3.7- qualitative action).

Effectiveness by Action - 2023 California Dashboard Evidence of Effectiveness

Performance Levels - Color Coding

Blue is Very High -Highest Performance

Green is High

Yellow is Medium

Orange is Low

Red is Very Low - Lowest Performance

Actions 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, and 3.7

- Calipatria Unified School District, Mathematics (Current English Learners), Maintained 1.3 points
- Calipatria Unified School District, Mathematics (Recently Reclassified English Learners), increased by 6.2 points
- Calipatria Unified School District, Summative ELPAC, 45.3% Progressed at least one English Learner Progress Indicator
- Calipatria Unified School District, Summative ELPAC, 5% Maintained English Learner Progress Indicator Level 4

- Calipatria High School, Mathematics (Current English Learners), increased by 20.3 points
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- Calipatria High School, Summative ELPAC, 4.1% Maintained English Learner Progress Indicator Level 4

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 - Bill Young Jr. Middle School, Summative ELPAC, 59.5% Progressed at least one English Learner Progress Indicator
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A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

There were no changes for Goal 3.

Actions 3.1, 3.3, 3.4, 3.5, 3.6, and 3.7 remain the same as the district anticipates these areas are needed for attaining goal outcomes. As one-time dollars are expended, the LCAP resources outlined in the actions for Goal 3 will be prioritized. Metric C for Goal 3 will be changed to address progress on the Summative ELPAC and ELPI as identified in the California Dashboard. The desired outcome for metric C has been amended to align with the new metric. All other metrics and outcomes will remain the same to support the achievement and English language acquisition of English Language Learners.

Continuing the classified instructional paraprofessionals outlined in Action 3.2 will support success for students identified as English Learners. The budget will increase to account for the annual salary increase to account for yearly salary increases. In addition, ongoing professional development for certificated staff will support improving the delivery of English language acquisition under the designated and Integrated ELD umbrellas (Action 3.3).

For Action 3.4, we will have a salary increase reflected as both certificated and classified staff will be included in this action. Additional budget increase will be to cover materials and supplies needed for this action as well as salary for any substitute demands in the event these professional development activities are provided outside contract hours.

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	Calipatria Unified School District will provide diverse learning opportunities for students to achieve a high school diploma and post-secondary college and career readiness.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>A. California School Dashboard Graduation Rate Indicator</p> <p>CUSD will meet or exceed the Yellow performance level across all groups, and significant subgroups.</p> <p>ADJUSTED</p> <p>A. CUSD Graduation Rate</p> <p>CUSD will annually improve the 4-Year Adjusted Graduation rate.</p> <p>Blue is Very High Green is High Yellow is Medium Orange is Low Red is Very Low</p>	<p>A. California School Dashboard Graduation Rate Indicator</p> <p>CUSD Yellow EL Yellow Hispanic Yellow Socio Economic Disadvantaged Yellow</p> <p>CUSD 92.7% EL 91.2% Hispanic 92.7% Socio Economic Disadvantaged 90.9%</p> <p>ADJUSTED</p> <p>A. 2020 4-year Adjusted Graduation Rate</p> <p>CUSD 96.6% Hispanic 97.5%</p>	<p>California Department of Education will not publish a Fall 2021 California School Dashboard. No data to report</p> <p>Metric was not evaluated.</p> <p>ADJUSTED</p> <p>2021 4-year Adjusted Graduation Rate</p> <p>CUSD 86.7% Hispanic 86.8% English Learners 84.6% Socio Economic Disadvantaged 85.7% Migrant 96.0%</p> <p>Did not meet metric.</p>	<p>A. 2022 4-year Adjusted Graduation Rate</p> <p>CUSD 93.8% Hispanic 95.8% English Learners 100% Socio Economic Disadvantaged 93.0% Migrant 100%</p> <p>Did not meet metric.</p>	<p>A. 2023 4-year Adjusted Graduation Rate</p> <p>CUSD 96.9 % Hispanic 97.8% English Learners 100% Socio Economic Disadvantaged 97.6% Migrant - No data reported for this group</p> <p>Did not meet metric.</p>	<p>100% of all CUSD groups, and significant subgroups will have achieved or exceeded Yellow performance level.</p> <p>ADJUSTED</p> <p>CUSD will demonstrate a 95% or better 4-year Adjusted Graduation rate.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	English Learners 96.6% Socio Economic Disadvantaged 96.2% Migrant 100%				
<p>B. California School Dashboard Chronic Absenteeism Indicator</p> <p>CUSD will meet or exceed the Yellow performance level across all groups, and significant subgroups.</p> <p>ADJUSTED</p> <p>B. CUSD Chronic Absenteeism</p> <p>CUSD will annually improve the chronic absenteeism rate.</p> <p>Blue is Very High Green is High Yellow is Medium Orange is Low Red is Very Low</p>	<p>B. California School Dashboard Chronic Absenteeism Indicator</p> <p>CUSD Orange EL Orange Hispanic Orange Socio Economic Disadvantaged Orange Students w/Disabilities Orange White Green</p> <p>ADJUSTED</p> <p>B.Chronic Absenteeism Rate</p> <p>CUSD 13.2%</p>	<p>California Department of Education will not publish a Fall 2021 California School Dashboard. No data to report</p> <p>Metric was not evaluated.</p> <p>ADJUSTED</p> <p>2021 Chronic Absenteeism Rate</p> <p>CUSD 6.8%</p> <p>Did met metric.</p>	<p>B. 2022 Chronic Absenteeism Rate</p> <p>CUSD 43.0%</p> <p>Did not met metric.</p>	<p>B. Fall 2023 California School Dashboard Chronic Absenteeism Indicator</p> <p>CUSD Orange</p> <p>EL Very Low, Red</p> <p>Hispanic Low, Orange</p> <p>Socioeconomically Disadvantaged Low, Orange</p> <p>Students w/Disabilities Very Low, Red</p> <p>White Low, Orange</p> <p>ADJUSTED</p> <p>B. 2023 Chronic Absenteeism Rate</p> <p>CUSD 40.9%</p>	<p>100% of all CUSD groups, and significant subgroups will have achieved or exceeded Yellow performance level.</p> <p>ADJUSTED</p> <p>100% of CUSD student groups will achieve 5% on the Chronic Absenteeism Rate</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>C. California School Dashboard Chronic Absenteeism Indicator</p> <p>CUSD will meet or exceed the Yellow performance level across all groups, and significant subgroups.</p> <p>AMEND Title C. California School Dashboard Suspension Indicator</p> <p>Blue is Very High Green is High Yellow is Medium Orange is Low Red is Very Low</p>	<p>C. California Dashboard Suspension Indicator</p> <p>CUSD Orange EL Yellow Hispanic Green Socio Economic Disadvantaged Orange Students w/Disabilities Yellow White Red</p>	<p>California Department of Education will not publish a Fall 2021 California School Dashboard. No data to report</p> <p>Metric was not evaluated.</p>	<p>C. The California Department of Education published a Fall 2022 California School Dashboard.</p> <p>Performance levels were only reported.</p> <p>CUSD High EL Very High Hispanic Very High White Very High Black or African American Very High Socioeconomically Disadvantaged Very High Students w/Disabilities Very High Foster Youth No performance level indicated Homeless No performance level indicated</p> <p>This metric is Informational only</p> <p>Did not met metric.</p>	<p>C. The California Department of Education published a Fall 2023 California School Dashboard-Suspension Indicator</p> <p>Performance levels were only reported.</p> <p>CUSD - Low, Orange English Learners - Very Low, Red Hispanic - Low, Orange White - Low, Orange Black or African American - Very Low, Red Socioeconomically Disadvantaged - Very Low, Red Students with Disabilities- Very Low, Red Foster Youth No performance level indicated Homeless No performance level indicated</p> <p>This metric is Informational only.</p>	<p>100% of all CUSD groups, and significant subgroups will have achieved or exceeded Yellow performance level.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				Did not meet metric.	
<p>D. California School Dashboard College and Career Indicator</p> <p>CUSD will annually increase the percentage of students across all groups and significant subgroups as prepared on the College and Career Indicator.</p>	<p>D. California School Dashboard College and Career Indicator</p> <p>CUSD 48.9% EL 27.6% Socio Economic Disadvantaged 45% Students w/Disabilities 9.1% Homeless 18.2%</p>	<p>California Department of Education will not publish a Fall 2021 California School Dashboard. No data to report</p> <p>Metric was not evaluated.</p>	<p>California Department of Education will not publish a Fall 2022 California School Dashboard. No data to report</p> <p>Metric was not evaluated.</p>	<p>The California Department of Education published a Fall 2023 California School Dashboard- College and Career Indicator</p> <p>CUSD - Medium - 39.6% Prepared English Learners: No performance level indicated Hispanic - Medium White - No performance level indicated Black or African American - No performance level indicated Socioeconomically Disadvantaged - Low Students with Disabilities- No performance level indicated Foster Youth No performance level indicated</p>	<p>100% of all CUSD groups and significant subgroups will have a positive 3-year growth trend in percentage of students prepared on the CCI.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				Homeless No performance level indicated This metric is Informational only.	
<p>E. California School Dashboard Local Indicator Basics: Teachers and Instructional Materials</p> <p>CUSD will annually maintain status of MET across both criteria as identified by zero number or 0% of findings.</p> <p>Fully Credential Teachers Data adjusted and reported for 2023</p>	<p>E. Local Indicator Report Basics</p> <p>Misassignment of Teachers of EL: 1, 1.4%</p> <p>Total Teacher Misassignments 2, 2.9%</p> <p>Vacant Teacher Positions 0, 0%</p> <p>Students without access to own copies of instructional materials: 0, 0%</p>	<p>E. June 2021 Local Indicator Report Basics</p> <p>Misassignment of Teachers of EL 0, 0%</p> <p>Total Teacher Misassignments 0, 0%</p> <p>Vacant Teacher Positions 1, 1.4%</p> <p>Students without access to own copies of instructional materials: 0, 0%</p> <p>CUSD did not met the metric.</p>	<p>E. June 2022 Local Indicator Report Basics</p> <p>Fully Credential Teachers (Information pending -release from state)</p> <p>Misassignment of Teachers of EL 0, 0%</p> <p>Total Teacher Misassignments 0, 0%</p> <p>Vacant Teacher Positions 0, 0.0%</p> <p>Students without access to own copies of instructional materials: 0, 0%</p> <p>Did meet the metric.</p>	<p>E. June 2023 Local Indicator Report Basics</p> <p>Fully Credential Teachers (FTE)</p> <p>Misassignment of Teachers of EL 0, 0%</p> <p>Total Teacher Misassignments 0, 0%</p> <p>Vacant Teacher Positions 0, 0.0%</p> <p>Students without access to own copies of instructional materials: 0, 0%</p> <p>Did meet the metric.</p>	<p>CUSD will have zero number or 0% of findings for Misassignment of Teachers and Instructional Materials. on the Basics Local Indicator.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>F. CUSD Local Data Advanced Placement Passing Rate</p> <p>CUSD will annually increase the percentage of students achieving a passing score of 3 or higher.</p>	<p>F. College Board Advanced Placement Data</p> <p>CUSD Overall AP # of students 18 of 46 % of Total AP Students 39.13</p> <p>CUSD English Lang Comp # of students 12 % Passing 41.7%</p> <p>CUSD Spanish Language # of students 13 % Passing 92.3%</p> <p>CUSD Statistics # of students 16 % Passing 12.5%</p> <p>CUSD US History # of students 18 % Passing 11.1%</p> <p>CUSD Biology # of students 7 % Passing 57.1%</p>	<p>F. June 2021 College Board Advanced Placement Data</p> <p>CUSD Overall AP # of students 20 of 44 % of Total AP Students 45.5%</p> <p>CUSD English Lang Comp # of students 12 Passing 33.3%</p> <p>CUSD Spanish Language # of students 23 % Passing 69.6%</p> <p>CUSD Statistics # of students 14 % Passing 7.1%</p> <p>CUSD US History # of students 20 % Passing 5.0%</p> <p>CUSD Biology # of students 5 % Passing 40.0%</p> <p>CUSD Independent Calculus AB # of Students 1 % Passing 100%</p>	<p>F. June 2022 College Board Advanced Placement Data</p> <p>CUSD Overall AP # of students 22 of 51 % of Total AP Students 43.14</p> <p>CUSD English Lang Comp # of students 13 Passing 38.4%</p> <p>CUSD Spanish Language # of students 18 % Passing 88.9%</p> <p>CUSD Statistics # of students 14 % Passing 7.1%</p> <p>CUSD US History # of students 21 % Passing 4.7%</p> <p>CUSD Biology # of students 6 % Passing 33.3%</p> <p>CUSD Independent Physics C: Mechanics # of Students 1 % Passing 100%</p>	<p>F. June 2023 College Board Advanced Placement Data</p> <p>CUSD Overall AP # of students 50 # Test Taken 79 Percent of Students Passing 28%</p> <p>CUSD English Lang Comp # of students 15 Passing 40%</p> <p>CUSD Spanish Language # of students 15 % Passing 100%</p> <p>CUSD Statistics # of students 22 % Passing 0%</p> <p>CUSD US History # of students 19 % Passing 5.26%</p> <p>CUSD Biology # of students 7 % Passing 0%</p> <p>CUSD Independent Physics</p>	<p>50% of Total AP Students will have achieved a passing score of 3 or higher.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		CUSD did meet the annual increase for overall students.	Physics B: Electricity # of Students 1 % Passing 0% Did not met.	C: Mechanics Not offered Physics B: Electricity Not offered Did not met.	
G. CUSD Local Data Advanced Placement (AP) Course Participation Rates AERIES Analytics Data CUSD will improve the participation rates of students taking Advanced Placement courses across the district and subgroups.	G. CUSD Local Data AP Participation Rates Grade 12 CUSD 5.5% EL 1.2% RFEP 13.0% SES 6.2% Hispanic 6.0% Males 2.7% Females 8.9%	G. CUSD Local Data 2021-2022 AP Participation Rates Grade 12 CUSD 2.6% EL 0.0% RFEP 9.5% SES 6.9% Hispanic 2.9% Males 2.2% Females 3.1% CUSD did not meet the annual increase.	G. CUSD Local Data 2022-2023 AP Participation Rates Grade 12 CUSD 36.2% 34 of 94 Gr. 12 % of the 34 demographics EL 5.8% RFEP 41.1% SES 52.9% Hispanic 97.0% Males 41.2% Females 58.8% Met the metric.	G. CUSD Local Data 2023-2024 AP Participation Rates Grade 12 CUSD 47% of 51 Gr. 12 % of the 51 demographics EL 9.5% RFEP 11.1% SES 57.9% Hispanic 97.0% Males 41.1% Females 58.9%	CUSD will have a 3% increase across all groups and subgroups participating in AP courses.
H. CUSD Local Data Course Passing Rates (D/F) Aeries Analytics	H. CUSD Local Data D/F Rate Aeries Analytics CHS-All, EL, Socio Economic	H. CUSD Local Data 2021-2022 D/F Rate Aeries Analytics CHS-All, EL, Socio Economic	H. CUSD Local Data 2022-2023 D/F Rate Aeries Analytics CHS-All, EL, Socio Economic	H. CUSD Local Data 2023-2024 D/F Rate Aeries Analytics	CUSD will achieve a 5% decrease in the percentage of students earning a D/F across all students and the EL,

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CUSD will improve the passing rates (D/F) rates of students completing core ELA, Math, History and Science at CHS to support CCI and UC/CSU course requirements.	Disadvantaged, Students with disabilities ELA 23.7%, 41.3%, 24.1%, 21.9% Math 20.5%, 34.2%, 21.9%, 21.9% History 20.3%, 27.2%, 21.9%, 32.0% Science 27.8%, 43.4%, 29.1%, 22.7%	Disadvantaged, Students with disabilities ELA 19.5%, 32.9%, 18.3%, 14.1% Math 20.7%, 35.5%, 22.6%, 28.6% History 22.6%, 29.1%, 22.5%, 37.0% Science 21.4%, 35.6%, 24.3%, 19.2% CUSD did not meet the annual improvement across all core areas. ELA and Science did improve for each significant subgroup.	Disadvantaged, Students with disabilities ELA 13.8%, 26.0%, 15.9%, 38.3% Math 22.4%, 36.4%, 25.2%, 34.0% History 19.9%, 25.5%, 23.0%, 34.6% Science 24.9%, 30.1%, 28.2%, 46.1% CUSD did not meet the annual improvement across all core areas.	CHS-All, EL, Socio Economic Disadvantaged, Students with disabilities ELA 23.7%, 41.3%, 24.1%, 21.9% Math 20.5%, 34.2%, 21.9%, 21.9% History 20.3%, 27.2%, 21.9%, 32.0% Science 27.8%, 43.4%, 29.1%, 22.7%	SES, and SWD subgroups
I. CUSD Local Data Middle and High School Dropout rates CUSD will maintain less than 2% annual dropout rate for middle and high school programs, and across all significant subgroups.	I. CUSD Local Data Fall 1 Data Middle School 0.2% EL 1% Migrant 1.4% Pupils with Disabilities 0% Socio Economic Disadvantaged 0.3% High School 0% EL 0% Migrant 0%	I, CUSD Local Data 2020-2021 Fall 1 Data Middle School 0.2% EL 0.8% Migrant 0.0% Pupils with Disabilities 0% Socio Economic Disadvantaged 0.3% High School 0% EL 0% Migrant 0%	I, CUSD Local Data 2021-2022 Fall 1 Data Middle School 0.3% EL 0.0% Migrant 0.0% Pupils with Disabilities 0.0% Socio Economic Disadvantaged 0.3% High School 0.8% EL 0.0%	I, CUSD Local Data 2022-2023 Fall 1 Data Middle School 0.08% EL 0.0% Migrant 0.0% Pupils with Disabilities 0.0% Socio Economic Disadvantaged 0.08% High School 0.25%	CUSD will maintain less than 2% annual dropout rate for middle and high school programs, and across all significant subgroups.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Pupils with Disabilities 0% SES 0%	Pupils with Disabilities 0% SES 0% CUSD met the metric.	Migrant 0.0% Pupils with Disabilities 0.0% Socio Economic Disadvantaged 0.8%	EL 0.0% Migrant 0.0% Pupils with Disabilities 0.0% Socio Economic Disadvantaged 0.25%	
J. CUSD Local Data Student Absences - Chronic Absenteeism CUSD will decrease the % of students with 10% or greater absences from school across all school sites and significant subgroups.	J. CUSD Local Data EOY Data Percentage of students with 10% or greater absences CUSD 12.74% EL 13.3% Migrant 8.68% Pupils with Disabilities 17.02% SES 13.81% Homeless 33.34% Fremont 11.7% EL 13.11% Migrant 5.27% Pupils with Disabilities 4.17% SES 12.87% Grace Smith 7.95% EL 4.76% Migrant 0% Pupils with Disabilities 33.35%	J. CUSD Local Data 2020-2021 EOY Data Percentage of students with 10% or greater absences Hybrid and Distance Learning Programs CUSD 6.8% EL 5.4% Migrant 2.9% Pupils with Disabilities 10.9% SES 7.2% Homeless 21.1% Foster 7.7% Fremont 7.8% EL 5.7% Migrant 3.1% Pupils with Disabilities 7.0% SES 8.2% Grace Smith 11.2%	J. CUSD Local Data 2021-2022 EOY Data Percentage of students with 10% or greater absences CUSD 40.6% EL 46.9% Migrant 33.2% Pupils with Disabilities 53.3% SES 43.1% Homeless 66.7% Foster 66.7% Fremont 42.7% EL 43.3% Migrant 36.2% Pupils with Disabilities 57.1% SES 44.6% Grace Smith 47.1% EL 43.5% Migrant NR	J. CUSD Local Data 2022-2023 EOY Data Percentage of students with 10% or greater absences CUSD 40.9 EL 47.2% Migrant 33.2% Pupils with Disabilities 58.7% SES 42.8% Homeless 36.4% Foster 22.2% Fremont 41.3% EL 46.3% Migrant NR Pupils with Disabilities 54.7% SES 42.6% Grace Smith 43.6% EL 27.3% Migrant NR	CUSD will achieve less than 10% of students with 10% or greater absences from school across all school sites and significant subgroups.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	SES 7.23% Bill Young 14.04% EL 14.41% Migrant 2.86% Pupils with Disabilities 20.41% SES 14.9% Calipatria High 13.69% EL 14.29% Migrant 15.12% Pupils with Disabilities 28.95% SES 15.51%	EL 11.8% Migrant 7.7% Pupils with Disabilities NR% SES 10.6% Bill Young 7.3% EL 5.4% Migrant 2.6% Pupils with Disabilities 14.5% SES 7.9% Calipatria High 3.9% EL 3.6% Migrant 2.2% Pupils with Disabilities 8.6% SES 4.2% CUSD did not meet the decrease across all schools and significant subgroups.	Pupils with Disabilities NR SES 48.9% Bill Young 41.1% EL 47.6% Migrant 33.3% Pupils with Disabilities 55.2% SES 43.4% Calipatria High School 35.8% EL 52.3% Migrant 31.9% Pupils with Disabilities 48.6% SES 39.7% Did not meet metric.	Pupils with Disabilities NR SES 44% Bill Young 31.2% EL 48.8% Migrant NR Pupils with Disabilities 57.6% SES 42% Calipatria High School 28% EL NR Migrant NR Pupils with Disabilities NR SES NR Did not meet metric.	
K. CUSD Local Data Early Assessment Program CUSD will increase the % of students identified as Conditionally Ready	K. CUSD Local Data Early Assessment Program AERIES Analytics Gr 12 students ELA All Students 64.5%	K. CUSD Local Data Early Assessment Program 2020-2021 AERIES Analytics Gr 12 students ELA All Students 62%	K. CUSD Local Data Early Assessment Program 2021-2022 AERIES Analytics Gr 12 students ELA All Students 56.6%	K. CUSD Local Data Early Assessment Program 2022-2023 AERIES Analytics Gr 12 students ELA All Students 59.6%	100% of all students and significant subgroups will demonstrate a positive 3 year growth trend in the percentage of students identified as

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
or Ready on the ELA and Math Early Assessment Program.	<p>EL 20% RFEP 100% Migrant 66.6% Students with Disabilities 11.1% Socio Economically Disadvantaged 73.3%</p> <p>Math All Students 26% EL 0% RFEP 33.3% Migrant 10% Students with Disabilities 0% Socio Economically Disadvantaged 19.7%</p>	<p>EL 8.3% RFEP 85.1% Migrant 85.0% Students with Disabilities 12.5% Socio Economically Disadvantaged 63.0%</p> <p>Math All Students 15.7% EL 0% RFEP 18.5% Migrant 25.0% Students with Disabilities 0% Socio Economically Disadvantaged 14.3%</p> <p>CUSD did not meet the metric.</p>	<p>EL 14.3% RFEP 77.8% Migrant 83.3% Students with Disabilities 40% Socio Economically Disadvantaged 60%</p> <p>Math All Students 12.2% EL 0% RFEP 3.8% Migrant 8.3% Students with Disabilities 0% Socio Economically Disadvantaged 5.1%</p> <p>CUSD did not meet the metric.</p>	<p>EL 14.3% RFEP 77.8% Migrant 85.7% Students with Disabilities ND Socio Economically Disadvantaged 60%</p> <p>Math All Students 12.2% EL 0% RFEP 3.8% Migrant 14.3% Students with Disabilities 0% Socio Economically Disadvantaged 5.1%</p> <p>CUSD did not meet the metric.</p>	Conditionally Ready or Ready on the ELA and Math Early Assessment Program.
<p>L. CUSD Local Data Gr 12 CCI UC/CSU and CTE Rates</p> <p>CUSD will increase the % of students successfully completing UC/CSU course requirements and CTE course pathways.</p>	<p>L. CUSD Local Data Gr 12 CCI UC/CSU and CTE Rates</p> <p>Gr 12 enrollment 88 CTE Completers 47, 53.4% UC/CSU Completers 27, 30.1%</p> <p>Both CTE Pathway and UC/CSU course</p>	<p>CUSD Local Data 2020-2021 Gr 12 CCI UC/CSU and CTE Rates</p> <p>Gr 12 enrollment 77 CTE Completers 44, 57.1% UC/CSU Completers 27, 35.1%</p>	<p>CUSD Local Data 2021-2022 Gr 12 CCI UC/CSU and CTE Rates</p> <p>Gr 12 enrollment 94 CTE Completers 47, 50% UC/CSU Completers 31, 33%</p>	<p>CUSD Local Data 2022-2023 Gr 12 CCI UC/CSU and CTE Rates</p> <p>Gr 12 enrollment 96 CTE Completers 46, 53.4% UC/CSU Completers 27, 28%</p>	<p>CUSD will achieve an annual 3% increase in the percentage of Gr 12 students successfully meeting course completion for</p> <p>a. UC/CSU requirements, b. CTE Pathway Completer status, and</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	requirement Completers 10, 11.4%	Both CTE Pathway and UC/CSU course requirement Completers 19, 24.7% CUSD did meet the metric	Both CTE Pathway and UC/CSU course requirement Completers 8, 0.09%	Both CTE Pathway and UC/CSU course requirement Completers 10, 11.4%	c. both CTE Pathway and UC/CSU course requirements.
N. California School Dashboard Local Indicator Priority 7 Access to Broad Course of Study CUSD will have Met Access to Broad Course of Study.	N. California School Dashboard Spring 2021 Local Indicator Priority 7 Access to Broad Course of Study CUSD will establish baseline data as reported in Goal 4 College and Career Indicator (Metric D), CTE completer rates (Metric L), UC/CSU completers (Metric L), Advanced Placement participation rates (Metric G), and site master schedules and instructional minutes reporting. CUSD reports 100% of school sites providing and	N. California School Dashboard Spring 2022 Local Indicator Priority 7 Access to Broad Course of Study CUSD will establish baseline data as reported in Goal 4: College and Career Indicator (Metric D) Metric not evaluated CTE completer rates (Metric L) CUSD did meet the metric UC/CSU completers (Metric L) CUSD did meet the metric	N. California School Dashboard Spring 2023 Local Indicator Priority 7 Access to Broad Course of Study CUSD will establish baseline data as reported in Goal 4: College and Career Indicator (Metric D) Metric not evaluated CTE completer rates (Metric L) CUSD did meet the metric UC/CSU completers (Metric L) CUSD did meet the metric	N. California School Dashboard Spring 2024 Local Indicator Priority 7 Access to Broad Course of Study College and Career Indicator (Metric D) Metric not evaluated CTE completer rates (Metric L) CUSD did meet the metric UC/CSU completers (Metric L) CUSD did meet the metric	CUSD will have Met Access to Broad Course of Study as reported on the Local Indicator Priority 7 Access to Broad Course of Study.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	exceeding state instructional minutes as outlined in master schedules.	<p>Advanced Placement participation rates (Metric G) CUSD did not meet annual increase.</p> <p>and site master schedules and instructional minutes reporting.</p> <p>CUSD reports 100% of school sites providing and exceeding state instructional minutes as outlined in master schedules.</p> <p>CUSD did not meet all metrics for Local Indicator.</p>	<p>Advanced Placement participation rates (Metric G) CUSD did not meet annual increase.</p> <p>and site master schedules and instructional minutes reporting.</p> <p>CUSD reports 100% of school sites providing and exceeding state instructional minutes as outlined in master schedules.</p> <p>CUSD did not meet all metrics for Local Indicator.</p>	<p>Advanced Placement participation rates (Metric G) CUSD did not meet annual increase.</p> <p>and site master schedules and instructional minutes reporting.</p> <p>CUSD reports 100% of school sites providing and exceeding state instructional minutes as outlined in master schedules.</p> <p>CUSD did not meet all metrics for Local Indicator.</p>	
<p>M. California School Dashboard Local Indicator Basics: Facilities</p> <p>CUSD will annually maintain status of MET for Facilities.</p>	<p>M. California School Dashboard Local Indicator Basics: Facilities</p> <p>Identified incidents of Instances when Facilities Do Not meet the "Good Repair"</p>	<p>M. California School Dashboard Local Indicator Basics: Facilities</p> <p>Reported per FIT analysis as evaluated Dec 2021</p> <p>Identified incidents of Instances when</p>	<p>M. California School Dashboard Local Indicator Basics: Facilities</p> <p>Reported per FIT analysis as evaluated Dec 2022</p> <p>Identified incidents of Instances when</p>	<p>M. California School Dashboard Local Indicator Basics: Facilities</p> <p>Reported per FIT analysis as evaluated Dec 2023</p> <p>Identified incidents of Instances when</p>	CUSD will achieve status of MET for Facilities.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Reported per FIT analysis Dec 2020</p> <p>Fremont Good Grace Smith Good Bill Young Good Calipatria High Good</p>	<p>Facilities Do Not meet the "Good Repair"</p> <p>Fremont Good Grace Smith Good Bill Young Good Calipatria High Good</p> <p>CUSD did meet the metric</p>	<p>Facilities Do Not meet the "Good Repair"</p> <p>Fremont Good Grace Smith Good Bill Young Good Calipatria High Good</p> <p>CUSD did meet the metric</p>	<p>Facilities Do Not meet the "Good Repair"</p> <p>Fremont Good Grace Smith Good Bill Young Good Calipatria High Good</p> <p>CUSD did meet the metric</p>	
<p>O. CUSD Local Data LEA and LCAP Parent Survey</p> <p>CUSD will annually improve the percentage of parents reporting Strongly Agree and Agree that their child is receiving instruction that will prepare them to meet state standards and prepare them for college and career readiness.</p>	<p>O. CUSD Local Data 2020-21 LEA and LCAP Parent Survey Results</p> <p>Participation 216 responses</p> <p>Percentage of Agreement 70.4%</p>	<p>O. CUSD Local Data 2021-22 LEA and LCAP Parent Survey Results</p> <p>Participation 86 responses</p> <p>Percentage of Agreement 65.1%</p> <p>CUSD did not meet annual improvement.</p>	<p>O. CUSD Local Data 2022-2023 LEA and LCAP Parent Survey Results</p> <p>Participation 91 responses</p> <p>Percentage of Agreement 62.7%</p> <p>CUSD did not meet metric.</p>	<p>O. CUSD Local Data 2023-2024 LEA and LCAP Parent Survey Results</p> <p>Participation 87 responses</p> <p>Percentage of Agreement 81.6%</p> <p>CUSD did not meet metric.</p>	<p>CUSD will have 85% of parents reporting Strongly Agree or Agree that their child is receiving instruction to meet state standards and CCI readiness as measured on the LEA and LCAP Parent Survey.</p>
<p>P. CUSD Local Data Average Daily Attendance</p>	<p>P. CUSD Local Data Average Daily Attendance 2019-2020</p>	<p>P. CUSD Local Data Average Daily Attendance 2020-2021</p>	<p>P. CUSD Local Data Average Daily Attendance 2021-2022</p>	<p>P. CUSD Local Data Average Daily Attendance 2022-2023</p>	<p>CUSD will increase the Three-year Average Daily Attendance by 0.3%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CUSD will annually improve the Average Daily Attendance across all school sites and the district.	Grace Sith 96.31% Fremont 97.12% Young 96.46% Calipatria High 98.73% CUSD 97.35% Three Year Average 2019-2021 Grace Smith 96.59% Fremont 95.95% Young 95.71% Calipatria High 96.43% CUSD 96.07%	Regular and Independent Study Grace Smith 88.24% corrected Fremont 88.66% Young 89.02% Calipatria High 89.40% CUSD 88.8% CUSD did not meet metric.	Regular and Independent Study Grace Smith 89.71% Fremont 89.70% Young 90.29% Calipatria High 89.89% CUSD Did met metric.	Regular and Independent Study Data not available	across all sites and the district.

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.

CUSD implemented all eighteen actions for the 2023-2024 school year. The substantive difference is acquiring professional development materials, supplies, and services. The district continued access to one-time funding due to the COVID-19 pandemic and carryover funds from federal categorical programs utilized for these services.

Some successes experienced in the implementation of Goal 4 are that --

(1) CUSD provided supplemental counseling services to support student and parent engagement to increase student graduation rates, improve attendance data rates, and ensure students will be prepared for College and Career outcomes, including advanced coursework, Dual Enrollment, Career Technical Pathways and Golden State Diploma and Seal of Biliteracy criteria.

(2)CUSD expanded CTE program pathways and provided additional CTEcertificated instructional staff to support the completion of the

College and

Career Indicator and improve its outcomes for unduplicated pupils, including students with disabilities.

(3) CUSD focused on attendance improvement with office support staff to increase student recognition, home visits, parent engagement activities, and targeted interventions to engage unduplicated pupils, including students with disabilities, and improve the graduation rate, suspension rate, and chronic absenteeism rate at Calipatria High School, Grace Smith School, Bill Young Jr. Middle School, and Fremont Primary School.

(4) CUSD provided certificated staffing for additional after-school, summer school, and extended-day learning opportunities for students struggling to meet grade-level standards, credit accrual, or state accountability measures. Instructional services will prioritize the successful completion of the coursework necessary for improving College and Career Indicator outcomes and afford unduplicated pupils access to additional services and resources.

(5) CUSD provided technical support services to support access to technology tools, networking support, and Google platform access.

(6) CUSD provided supplemental standards-aligned/literacy materials and teacher resources to provide small group intervention, additional practice in essential skills, access to enrichment activities, and digital resources for unduplicated pupils.

(7) CUSD provided additional supplemental materials and supplies to support high-quality instruction and increase access to standards-based instruction across the curriculum for unduplicated students, including students with disabilities. Instructional materials will address universal access and afford differentiated instruction for students. In addition, software programs and applications will be purchased to enhance instructional delivery options so that unduplicated students can access the core and receive additional supplemental services.

Data Demonstrating Success -

Successes by Action - 2023 California Dashboard Evidence of Effectiveness

Performance Levels - Color Coding

Blue is Very High -Highest Performance

Green is High

Yellow is Medium

Orange is Low

Red is Very Low - Lowest Performance

Actions 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9, 4.10, 4.11, 4.12, 4.13, 4.14, 4.15, 4.16, and 4.17

- - Calipatria High School, Graduation Rate, Blue, increased by 3%
- - Calipatria High School, Graduation Rate (Hispanic) increased by 2%
- - Calipatria High School, Graduation Rate (Socioeconomically Disadvantaged) increased by 4.5%
- - Calipatria High School, Graduation Rate by Year

- --2022, 93.9%
- --2023, 96.9%
- - Calipatria High School,5-Year Graduation Rate
- -- English Learners, 100%
- --Hispanic, 97.8%
- --Socioeconomically Disadvantaged, 97.6%
- ---Students with Disabilities, 100%

Some challenges in the implementation experienced in Goal 4 are that --

(1) CUSD does not have a large pool of substitute teachers, thus limiting the opportunities for teachers to attend professional development during the week.

Implementation of Actions

4.1 CUSD partially implemented action, but one (1) position still needed to be filled. The CUSD diligently advertised the positions. We did not receive any applicants who met the qualifications. The budgeted expenditures met the needs of the two staffing positions. Estimated actual expenditures result from staff salary placement and below-budget allocation. Although we advertised the 1.0 FTE several times, we have yet to receive applications.

4.2 CUSD partially implemented this action. The budgeted expenditure met the needs of all allocated staffing positions. Other funding was used to pay the salary for this substitute teacher. Towards the end of this school year, we hired a new welding teacher, and his salary will be paid through this action's funding allocation.

4.3 CUSD fully implemented this action. The budgeted expenditures met the needs of the three staffing positions. Estimated actual expenditures result from staff salary placement and substitute coverage for staff leaves during the school year.

4.4 CUSD partially implemented this action. The budgeted expenditure will meet the need for staffing positions for June 2024 summer services.

4.5 CUSD fully implemented this action. The budgeted expenditures met the needs of the four staffing positions. Estimated actual expenditures result from staff salary placements.

4.6 CUSD partially implemented this action. The budgeted expenditures met the needs of the four staffing positions. Estimated actual expenditures result from staff salary placements.

4.7 CUSD fully implemented this action. The budgeted expenditures met the need for one staffing position. Estimated actual expenditures

result from staff salary placement.

4.8. CUSD partially implemented this action. It initiated the upgrade of network and Wi-Fi capabilities. Technology devices were purchased for students' use and teaching delivery at each school site.

4.9 CUSD partially implemented this action. Supplemental materials and resources for small group instruction were acquired; however, some of the funding to purchase these items was a combination of LCAP and one-time funds.

4.10 CUSD partially implemented this action. Supplemental materials and resources for universal access were acquired; however, some funding to purchase these items combined LCAP and one-time funds.

4.11 CUSD partially implemented this action. The budgeted expenditures were offset by one-time carryover funds supporting extended learning services. All requested materials and supplies were acquired.

4.12 CUSD partially implemented this action. Planned activities during the school year were conducted via virtual and in-person platforms. These activities included training to enhance counseling, career awareness, and trauma-informed practices.

4.13 CUSD partially implemented this action. Provide individualized and small-group supplemental instruction to support students struggling to meet Physical Education (PE) standards. The main objective is to increase Physical Fitness Testing results and help students pass high school PE requirements and earn their high school diploma.

4.14 CUSD partially implemented this action. Certificated staff conducted home visits and addressed attendance challenges.

4.15 CUSD partially implemented this action. Budgeted expenditures were offset with one-time dollars, and all requested supplies and materials were purchased.

4.16 CUSD partially implemented this action. Provided flexibility in the master schedules at Bill Young and Calipatria High School to increase and expand the offerings of courses for English Learners, low-income, and foster youth who have multiple pathways to achieve College and Career indicator success and complete annual promotion criteria in coursework and credit accrual.

4.17 CUSD fully implemented this action. Supported classified staffing to provide additional after-school, summer, and extended day learning opportunities for students struggling to meet grade-level standards, credit accrual, or state accountability measures. Instructional services will prioritize the successful completion of the coursework necessary for improving College and Career Indicator outcomes and afford unduplicated pupils access to additional services and resources.

4.18 CUSD partially implemented this action.

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.

- 4.1 CUSD has partially implemented this action for the current school year. The budgeted expenditures met the needs of the two specific staffing positions. Estimated actual expenditures result from staff salary placement and below-budget allocation. Although we advertised the 1.0 FTE several times, we have yet to receive applications. \$281,820 was estimated, and actual expenditures were \$123,660.
- 4.2 CUSD partially implemented this action for the current school year. The budgeted expenditure effectively met the need for 2 of the three allocated staffing positions. The budgeted cost was \$181,183, with actual expenditures being \$136,915.
- 4.3 CUSD fully implemented this action for the current school year. The budgeted expenditures met the needs of the three staffing positions. Estimated actual expenditures result from staff salary placement and substitute coverage for staff leaves during the school year. The budgeted cost was \$142,461, with actual expenditures being \$206,894.
- 4.4 CUSD partially implemented. The budgeted expenditure will meet the need for staffing positions for June 2024 summer services. \$148,760 was estimated, and actual expenditures were \$93,754.
- 4.5 CUSD fully implemented this action with LCAP funds. The budgeted expenditure met the needs of the four staffing positions. Estimated actual expenditures are the result of staff salary placement. \$418,393 was estimated, and actual expenditures were \$438,201.
- 4.6 CUSD partially implemented this action with LCAP funds. The budgeted expenditures met the needs of the four staffing positions. Estimated actual expenditures result from staff salary placement. \$142,351 was estimated, and actual expenditures were \$109,725.
- 4.7 CUSD fully implemented this action with LCAP funds. The budgeted expenditures met the need for one staffing position. Estimated actual expenditures result from staff salary placement. \$120,558 was estimated, and actual expenditures were \$121,759.
- 4.8 CUSD partially implemented this action with LCAP funds. Our technology team initiated the upgrade of network and wi-fi capabilities. Technology devices were purchased for students' use and teaching delivery at each school site. \$298,000 was estimated, and actual expenditures were \$181,291.
- 4.9 CUSD partially implemented this action with LCAP funds. Supplemental materials and resources for small group instruction were acquired; however, some of the funding to purchase these items was a combination of LCAP and one-time funds. \$135,000 was estimated, and actual expenditures were \$1,500.

4.10 CUSD partially implemented this action with LCAP funds. Supplemental materials and resources for universal access were acquired; however, some funding to purchase these items combined LCAP and one-time funds. \$60,000 was estimated, and actual expenditures were \$22,000.

4.11 CUSD partially implemented this action with LCAP funds. The budgeted expenditures were offset by one-time carry-over funds supporting extended learning services. All requested materials and supplies were ordered. \$225,000 was estimated, and actual expenditures were \$133,000.

4.12 CUSD partially implemented this action with LCAP funds. Planned activities during the school year were conducted via virtual and in-person platforms. \$70,000 was estimated, and actual expenditures were \$32,419.

4.13 CUSD partially implemented this action with LCAP funds. Provide individualized and small-group supplemental instruction to support students struggling to meet Physical Education (PE) standards. The main objective is to increase Physical Fitness Testing results, help students pass high school PE requirements, and earn their high school diploma. \$76,398 was estimated, and actual expenditures were \$46,595.

4.14 CUSD partially implemented this action with LCAP funds. \$24,950 was estimated, and actual expenditures were \$998. Certificated staff conducted home visits and addressed attendance challenges.

4.15 CUSD partially implemented this action with LCAP funds. Budgeted expenditures were offset with one-time dollars, and all requested supplies and materials were purchased. \$115,476 was estimated, and actual expenditures were \$16,500.

4.16 CUSD fully implemented this action with LCAP funds. Provided flexibility in the master schedules at Bill Young and Calipatria High School to increase and expand the offerings of courses for English Learners, low-income, and foster youth who have multiple pathways to achieve College and Career indicator success and complete annual promotion criteria in coursework and credit accrual. \$315,427 was estimated, and actual expenditures were \$317,135.

4.17 CUSD fully implemented this action with LCAP funds. Supported classified staffing to provide additional after-school, summer, and extended day learning opportunities for students struggling to meet grade-level standards, credit accrual, or state accountability measures. Instructional services will prioritize the successful completion of the coursework necessary for improving College and Career Indicator outcomes and afford unduplicated pupils access to additional services and resources. \$123,259 was estimated, and actual expenditures were \$278,019.

4.18 CUSD partially implemented this action with LCAP funds. The estimated expenditures were \$84,693, and the actual expenditures were \$5,484.

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

Certificated positions outlined in this goal afforded increased course offerings, improved class size, and increased access to a broad course of study (4.2, 4.4, 4.16) and demonstrated effectiveness. Counseling services (4.1) improved students' access to academic planning and CSI outcomes. Classified staffing supported the return to in-person instruction and the challenges to keep the learning environment a safe school with access to school services beyond the regular school day (4.5, 4.6, and 4.7) and demonstrated effectiveness. Though the attendance data reflected a decrease, the work of the attendance staff (4.3) to collaborate and support student needs during the third year of school interruption kept the decline in ADA to less than 9%. Classified support at BYMS (4.13) assisted students in staying engaged with the daily physical education activities and showed effectiveness. For this school year, I supported the social-emotional needs and small group activities to increase student interaction. Technology tools were acquired to improve the learning environment and increase student devices to support daily learning activities (4.8) and demonstrated to be effective. Core science instruction was enhanced by acquiring instructional materials (4.9 and 4.10) for small group activities, supplemental lab kits, and readers for students in grades TK-8 and demonstrated to be effective. In addition, supplemental materials were acquired to support access to core instruction through extended day activities (4.11) and across the curriculum (4.15) and demonstrated to be effective. These materials and supplies supported student engagement with the core.

Travel and Conference for Student and Family Engagement (Action 4.12) was one of our primary focuses, but we needed a better response from parents. Some parents reported that they could not attend due to ongoing family commitments and work, or they would RSVP, but when we called them to remind them, they reported that they would not make it as something not planned needed their attention. CUSD required to be fully implemented as we conducted fewer home visits than we had intended to perform. Parents and staff still need to maintain safety guidelines due to COVID-19 cases experienced in the community (August -March). However, outreach to parents to address attendance was conducted at each school site. It was reported as a practice that parents appreciated as they answered the following question: "My child's school promotes good attendance and encourages my child to attend school regularly." 46% Strongly agreed, and 43.7% agreed and demonstrated to be effective. (Action 4.14). We diligently continued implementing our classified extended learning staff action 4.17, which proved effective. This action was developed and implemented as we targeted additional after-school services, summer school, and extended day learning opportunities for students struggling to meet grade-level standards.

Effectiveness by Action - 2023 California Dashboard Evidence of Effectiveness

Performance Levels - Color Coding

Blue is Very High -Highest Performance

Green is High

Yellow is Medium

Orange is Low

Red is Very Low - Lowest Performance

Actions 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9, 4.10, 4.11, 4.12, 4.13, 4.14, 4.15, 4.16, 4.17, and 4.18

- - Calipatria High School, Graduation Rate, Blue, increased by 3%

- - Calipatria High School, Graduation Rate (Hispanic) increased by 2%
- - Calipatria High School, Graduation Rate (Socioeconomically Disadvantaged) increased by 4.5%
- - Calipatria High School, Graduation Rate by Year
- --2022, 93.9%
- --2023, 96.9%
- - Calipatria High School, 5-Year Graduation Rate
- -- English Learners, 100%
- --Hispanic, 97.8%
- --Socioeconomically Disadvantaged, 97.6%
- ---Students with Disabilities, 100%

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.

No changes to Goal 4.

Counseling services (4.1) will be expanded to increase services across the district to support student achievement. All other certificated and classified staffing will be increased to support salary and benefit increases. The Calipatria Unified School District will have an increase in supplemental instructional materials (4.9), which will be included to support the expansion of small group services to align with the increased staffing for instructional services outlined in the LCAP. Metrics and outcomes for Goal 4A and Goal 4B were amended to account for California School Dashboard reporting limitations. All other metrics and outcomes will stay the same. For action 4. 12, Calipatria Unified will support travel, conference, in-house professional development, and local meetings/professional development expenses to enhance staff awareness of parent involvement and family engagement, attendance improvement, and social-emotional support strategies. PPS staff will participate in training to improve counseling and guidance services, including college and career awareness, trauma-informed practices, and multi-tiered support systems. Administrators will train on trauma-informed practices, attendance improvement, and student engagement. Some of these learning experiences will be provided locally as part of a virtual professional development, or presenters will be brought to our district. Materials and supplies will be covered under this action. Budgeted expenses for this action will also meet the need for substitutes for classified and certificated staff participating in these learning activities and stipends if activities are after contract hours as specified in CSEA and CUTA contracts. These opportunities will be available during regular school days and after contract hours.

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	Calipatria Unified will increase educational partners engagement across district programs and services.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>A. CUSD Local Data 2021 Local Indicator Priority 3 Parent and Family Engagement Reflection Tool</p> <p>CUSD will achieve Met for Priority 3 Parent and Family Engagement.</p>	<p>A. CUSD Local Data Spring 2021 Local Indicator Priority 3 Parent and Family Engagement Reflection Tool</p> <p>Building Relationships 4.5 Building Partnerships 4 Seeking Input 4</p>	<p>A. CUSD Local Data Spring 2022 Local Indicator Priority 3 Parent and Family Engagement Reflection Tool</p> <p>Building Relationships 4 Building Partnerships 4 Seeking Input 4</p>	<p>A. CUSD Local Data Spring 2022 Local Indicator Priority 3 Parent and Family Engagement Reflection Tool</p> <p>Building Relationships 4 Building Partnerships 4 Seeking Input 4</p>	<p>A. CUSD Local Data Spring 2023 Local Indicator Priority 3 Parent and Family Engagement Reflection Tool</p> <p>Building Relationships 4 Building Partnerships 4 Seeking Input 4</p>	<p>CUSD will achieve 5 across all three parts of the Priority 3 Parent and Family Engagement Reflection Tool.</p>
<p>B. CUSD Local Data Local Indicator Priority 6 School Climate, California Healthy Kids Survey</p> <p>CUSD will use Spring 2021 data, which is not currently available</p>	<p>B. CUSD Local Data Local Indicator Priority 6 School Climate, California Healthy Kids Survey</p> <p>CUSD will report Spring 2021 data in November 2021</p>	<p>B. CUSD Local Indicator Priority 6, California Healthy Kids Survey. Spring 2021</p> <p>The percentage of students that feel very safe at school Gr 4. 82% Gr 7. 63%</p>	<p>B. CUSD Local Indicator Priority 6, California Healthy Kids Survey. Spring 2022</p> <p>The percentage of students that feel very safe at school Gr 4. 78% Gr 7. 47%</p>	<p>B. CUSD Local Indicator Priority 6, California Healthy Kids Survey. Spring 2023</p> <p>The percentage of students that feel very safe at school Gr 4. 78% Gr 7. 47%</p>	<p>CUSD will achieve 85% or better across all grade levels in the 2 school climate measures evaluated on the survey.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>AMENDED Baseline data Spring 2021 The percentage of students that feel very safe at school Gr 4. 82% Gr 7. 63% Gr. 9 89% Gr. 11 Not reported</p> <p>The percentage of students that report high levels of school connectedness Gr. 4 74% Gr. 7. 59% Gr 9 76%</p>	<p>Gr. 9 89% Gr. 11 Not reported</p> <p>The percentage of students that report high levels of school connectedness Gr. 4 74% Gr. 7. 59% Gr 9 76% Gr. 11 Not reported</p> <p>Metric will be evaluated in Spring 2023.</p>	<p>Gr. 9 45% Gr. 11 78%</p> <p>The percentage of students that report high levels of school connectedness Gr. 4 71% Gr. 7 51% Gr 9 48% Gr. 11 71%</p> <p>Did not meet metric target.</p>	<p>Gr. 9 45% Gr. 11 78%</p> <p>The percentage of students that report high levels of school connectedness Gr. 4 71% Gr. 7 51% Gr 9 48% Gr. 11 71%</p> <p>Did not meet metric target.</p>	
<p>C. CUSD Local Data Local Indicator Priority 2 Implementation of State Academic Standards Reflection Tool</p> <p>CUSD will annually increase staff participation in the Priority 2 survey.</p>	<p>C. CUSD Local Data</p> <p>Spring 2021 Local Indicator Priority 2 Implementation of State Academic Standards Reflection Tool</p> <p>Participation 51 of 66 staff, 77.2%</p> <p># of Academic Content Standards</p>	<p>C. CUSD Local Data</p> <p>Spring 2022 Local Indicator Priority 2 Implementation of State Academic Standards Reflection Tool</p> <p>Participation 44 of 70 staff, 62.8%</p> <p># of Academic Content Standards</p>	<p>C. CUSD Local Data</p> <p>Spring 2022 Local Indicator Priority 2 Implementation of State Academic Standards Reflection Tool</p> <p>Participation 44 of 70 staff, 62.8%</p> <p># of Academic Content Standards</p>	<p>C. CUSD Local Data</p> <p>Spring 2023 Local Indicator Priority 2 Implementation of State Academic Standards Reflection Tool</p> <p>Participation 60 of 70 staff, 85.71%</p> <p># of Academic Content Standards</p>	<p>CUSD will achieve 95% staff participation and achieve full implementation in 3 content standards area under each reflection tool question.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CUSD will increase full implementation and sustainability.	meeting Full Implementation and Sustainability in each reflection tool question 1. 0 2. 0 3. 0 4. 0 5. 0 6. 0	meeting Full Implementation and Sustainability in each reflection tool question 1. 0 2. 0 3. 0 4. 0 5. 0 6. 0 CUSD did not meet progress.	meeting Full Implementation and Sustainability in each reflection tool question 1. 0 2. 0 3. 0 4. 0 5. 0 6. 0 CUSD did not meet metric.	meeting Full Implementation and Sustainability in each reflection tool question 1. 76% (scores 3 and 4) 2. 75% (scores 3 and 4) 3. 55% (score 3) CUSD did not meet metric.	
D. CUSD Local Data LEA and LCAP Parent Survey CUSD will annually increase parent participation in the LEA and LCAP Parent Survey CUSD will annually increase the percentage of parents reporting Strongly Agree and Agree in each of the nine survey items.	D. CUSD Local Data 2020-21 LEA and LCAP Parent Survey Results Participation 216 responses Satisfaction Percentage 1. Receiving instruction to meet state standards 70.4% 2. Access to instructional materials and technology 76.9% 3. Engagement opportunities 61.6%	D. CUSD Local Data 2021-22 LEA and LCAP Parent Survey Results Participation 86 responses Satisfaction Percentage 1. Receiving instruction to meet state standards 65.1% 2. Access to instructional materials and technology 68.6% 3. Engagement opportunities 65.1%	D. CUSD Local Data 2022-23 LEA and LCAP Parent Survey Results Participation 91 responses Satisfaction Percentage 1. Receiving instruction to meet state standards 62.7% 2. Access to instructional materials and technology 68.2% 3. Engagement opportunities 68.2%	D. CUSD Local Data 2023-2024 LEA and LCAP Parent Survey Results Participation 91 responses Satisfaction Percentage 1. Receiving instruction to meet state standards 62.7% 2. Access to instructional materials and technology 68.2% 3. Engagement opportunities 68.2%	CUSD will achieve 50% parent participation and 80% or higher satisfaction across each survey item.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	4. Parent Teacher Student Relationship 73.6% 5. School Facilities 80.1% 6. Home to school communication 78.7% 7. Promotes attendance to school 86.6% 8. Seeks parent input 77.3% 9. Safe and caring learning environment 85.6%	4. Parent Teacher Student Relationship 63.9% 5. School Facilities 65.1% 6. Home to school communication 55.8% 7. Promotes attendance to school 73.2% 8. Seeks parent input 51.2% 9. Safe and caring learning environment 65.1% CUSD did not meet metric	4. Parent Teacher Student Relationship 71.5% 5. School Facilities 60.5% 6. Home to school communication 68.2% 7. Promotes attendance to school 79.1% 8. Seeks parent input 62.7% 9. Safe and caring learning environment 66% CUSD did not meet metric.	4. Parent Teacher Student Relationship 71.5% 5. School Facilities 60.5% 6. Home to school communication 68.2% 7. Promotes attendance to school 79.1% 8. Seeks parent input 62.7% 9. Safe and caring learning environment 66% CUSD did not meet metric.	
E. CUSD Local Data Suspension and Expulsion Data CUSD will maintain suspension rates lower than county and state rates across all significant subgroups.	E. CUSD Local Data 19-20 Suspension Data Suspension Rates All 4.8% Students with multiple 19.3% EL 6.3% SWD 8.3% SES 5.3% Imperial County All 2.3%	E. CUSD Local Data 20-21 Suspension Data Suspension Rates All 0.0% Students with multiple 0.0% EL 0.0% SWD 0.0% SES 0.0% Imperial County All 0.0%	E. CUSD Local Data 21-22 Suspension Data Suspension Rates All 4.7% Students with multiple 23.7% EL 5.2% SWD 7.2% SES 4.8% Imperial County All 3.7%	E. CUSD Local Data 2022-2023 Suspension Data Suspension Rates Calipatria USD All 6.9% Students with multiple 27.1% EL 7.6% Socioeconomically Disadvantaged 11.74%	CUSD will maintain suspension rates lower than county and state rates across all significant subgroups.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Students with multiple 22.2% EL 2.0% SWD 4.9% SES 2.5%</p> <p>State of California All 2.6% Students with multiple 27.6% EL 2.5% SWD 5.1% SES 3.4%</p>	<p>Students with multiple 0.0% EL 0.0% SWD 0.0% SES 0.0%</p> <p>State of California All 0.2% Students with multiple 13.9% EL Not reported% SWD Not reported% SES Not reported%</p> <p>CUSD did meet metric</p>	<p>Students with multiple 26.7% EL 4.0% SWD 6.0% SES 4.2%</p> <p>State of California All 3.4% Students with multiple 28.8% EL 3.2% SWD 5.5% SES 4.0%</p> <p>CUSD did not meet metric</p>	<p>Imperial County All 3.7% Students with multiple 26.7% EL 4.0% Socioeconomically Disadvantaged 73.7%</p> <p>State of California All 3.4% Students with multiple 28.8% EL 3.2% Socioeconomically Disadvantaged 78.32%</p> <p>CUSD did not meet metric</p>	
<p>F. CUSD Local Data Expulsion Data</p> <p>CUSD will maintain expulsion rates lower than county and state rates.</p>	<p>F. CUSD Local Data 19-20 Expulsion Data</p> <p>Expulsion Rates All 0.25% EL 0.0%</p> <p>Imperial County All 0.7% EL .06%</p> <p>State of California All 0.6%</p>	<p>F. CUSD Local Data 20-21 Expulsion Data</p> <p>Expulsion Rates A All 0.0% EL 0.0%</p> <p>Imperial County All 0.0% EL 0.0%</p> <p>State of California All 0.0%</p>	<p>F. CUSD Local Data 21-22 Expulsion Data</p> <p>Expulsion Rates A All 0.5% EL 0.3%</p> <p>Imperial County All 0.1% EL 0.1%</p> <p>State of California All 0.1%</p>	<p>F. CUSD Local Data 2022-2023 Expulsion Data</p> <p>Expulsion Rates A Calipatria USD All 0.3% EL 0.3%</p> <p>Imperial County All 0.1% EL 0.1%</p>	<p>CUSD will maintain expulsion rates lower than county and state rates.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	EL .05%	EL 0.0% CUSD did meet metric	EL 0.1% CUSD did not meet metric	State of California All 0.1% EL 0.1% CUSD did not meet metric	

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.

CUSD implemented fourteen actions during the 2023-2024 school year. Differences continued to be noted in acquiring materials, supplies, and services for professional development. The district continued access to one-time funding due to the COVID-19 pandemic and carry-over funds from federal categorical programs utilized for these services.

Some successes experienced in the implementation of Goal 5 are that –

- (1) CUSD provided centralized services staffing to coordinate student and parent engagement activities and provide staff training, both certificated and classified, to address student outcomes for unduplicated pupils outlined in the LCAP. Staff offered technical assistance for the site and district-level activities to address suspension and expulsion outcomes and strategies for alternative student support.
- (2) CUSD increased student travel for engagement activities to increase participation of students in college and career readiness exploration, school involvement, and intervention activities.
- (3) CUSD maintained supplemental staffing to support student and parent engagement activities. District resource staff will provide increased services to three school sites, including parent contacts, targeted attendance interventions, home visits, and assessment support for unduplicated pupils.
- (4) CUSD provided health aide services to promote positive and regular school attendance. The health aide provided consulting services for students, parents, and families with health-related issues impacting educational progress. The health aide was additional staffing to support the contracted Nursing services with the Imperial County Office of Education.
- (5) CUSD purchased materials and supplies to support student activities and increase student engagement, including incentives and recognition, for unduplicated pupils.
- (6) CUSD increased student access to wireless technology resources, classroom learning environments with enhanced learning tools and seating

flexibility, and outdoor engagement and learning spaces to support hands-on learning and exploration.

Data Demonstrating Success -

Successes by Action - 2023 California Dashboard Evidence of Effectiveness

Performance Levels - Color Coding

Blue is Very High -Highest Performance

Green is High

Yellow is Medium

Orange is Low

Red is Very Low - Lowest Performance

Actions 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10, 5.11, 5.12, 5.13, and 5.14,

- - Bill Young Jr. Middle School, Suspension Rate (White Subgroup) No Performance Color declined 3.3%
- -Grace Smith Elementary, Suspension Rate (Hispanic Subgroup) Green declined by 1%

Effectiveness by Action -California Healthy Kids Survey. Spring 2023

The percentage of students that feel very safe at school

Grade 4 -- 78%

Grade 5 -- 47%

Grade 9 -- 45%

Grade 11-- 78%

The percentage of students that report high levels of school connectedness

Grade 4 -- 71%

Grade7 -- 51%

Grade 9 -- 48%

Grade 11 -- 71%

Some challenges in the implementation experienced in Goal 5 are that --

(1) CUSD does not have a large pool of substitute teachers, thus limiting the opportunities for teachers to attend professional development during the week.

(2) Parent involvement was limited due to parent work schedules.

Implementation of Actions

5.1 - CUSD partially implemented this action. The district provided centralized service staff to coordinate activities that targeted student and parent engagement and provided staff development to both certificated and classified staff.

5.2 CUSD fully implemented this action. Implementation of student engagement travel was done as planned.

5.3 CUSD fully implemented this action; the position was vacant for the entire school year as the district received no applicants. CUSD receives school psychologist services through Imperial County of Education, and the fees were paid.

5.4 CUSD fully implemented this action. This staff provided support regarding student and parent engagement, which was the action intended to be achieved. Staff conducted home visits and provided support regarding attendance and assessments.

5.5 CUSD partially implemented this action. The plan for this action was to have our district health aide services. Unfortunately, there were no qualified applicants. We did receive these services through the Imperial County Office of Education. These health assistants provided the services as delineated in the plan. Fees for these health assistants were covered with the planned allocated fund for this action.

5.6 CUSD partially implemented this action. Its collaboration with our district's Family Resource Center to provide the Family Engagement Series was a significant achievement. This series focused on Literary, Social, and Emotional Learning, Parenting, Attendance, and Trauma-Informed Practices and was fully implemented as planned. Center to provide Family Engagement Series focusing on Literary, Social, and Emotional Learning, Parenting, Attendance, and trauma-informed Practices.

5.7 CUSD partially implemented this action. Material and supplies were provided as planned. This action allowed us to support students' activities focused on student engagement for unduplicated pupils.

5.8. CUSD fully implemented this action. To address the school climate improvement practices, we hired campus security staff for Bill Young Jr. Middle School and Calipatria High School.

5.9 CUSD partially implemented this action. We continue to support and enforce consulting and operating expenditures designed to help home and school connections and maintain contracts supporting these resources.

5.10 CUSD partially implemented this action. Funds were used to provide outdoor engagement and learning spaces to support hands-on learning and exploration, which was done to address the concerns and feedback of our educational partners.

5.11 CUSD fully implemented this action by communicating with parents on an ongoing basis to support the achievement of unduplicated pupils.

5.12 CUSD partially implemented this action. We fully implemented it as staff participated in multiple conferences. CUSD successfully implemented this action to support improving our current programs and services for unduplicated pupils.

5.13 CUSD partially implemented this action. CUSD implemented the actions as planned. We purchased engagement strategies, materials,

and supplies as we implemented social and emotional interventions and support. Additional support was provided and funded to address alternative interventions.

5.14 CUSD partially implemented this action. Some upgrades were designed to reinforce our firewall and address the safety support in terms of our technology services.

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.

5.1 CUSD partially implemented this action. The district provided centralized service staff to coordinate activities that targeted student and parent engagement and provided staff development to both certificated and classified staff. \$128,000 was estimated, and actual expenditures were \$123,000.

5.2 CUSD fully implemented this action. Implementation of student engagement travel was done as planned. The budgeted cost was \$42,000, with actual expenditures being \$75,000.

5.3 CUSD fully implemented this action; the position was vacant for the entire school year as the district received no applicants. CUSD receives school psychologist services through Imperial County of Education, and the fees were paid. The budgeted cost was \$54,098, with actual expenditures being \$88,000.

5.4 CUSD fully implemented this action. This staff provided support regarding student and parent engagement, which was the action intended to be achieved. Staff conducted home visits and provided support regarding attendance and assessments. \$46,000 was estimated, and actual expenditures were \$50,212.

5.5 CUSD partially implemented this action. The plan for this action was to have our district health aide services. Unfortunately, there were no qualified applicants. We did receive these services through the Imperial County Office of Education. These health assistants provided the services as delineated in the plan. Fees for these health assistants were covered with the planned allocated fund for this action. \$125,000 was estimated, and actual expenditures were \$25,000.

5.6 CUSD partially implemented this action. Its collaboration with our district's Family Resource Center to provide the Family Engagement Series was a significant achievement. This series focused on Literacy, Social, and Emotional Learning, Parenting, Attendance, and Trauma-Informed Practices and was fully implemented as planned. Center to provide Family Engagement Series focusing on Literacy, Social, and Emotional Learning, Parenting, Attendance, and trauma-informed Practices. \$9,000 was estimated, and actual expenditures were \$9,250.

5.7 CUSD partially implemented this action. Material and supplies were provided as planned. This action allowed us to support students' activities focused on student engagement for unduplicated pupils. \$29,000 was estimated, and actual expenditures were \$25,691.

5.8. CUSD fully implemented this action. To address the school climate improvement practices, we hired campus security staff for Bill Young Jr. Middle School and Calipatria High School. \$87,317 was estimated, and actual expenditures were \$88,980.

5.9 CUSD partially implemented this action. We continue to support and enforce consulting and operating expenditures designed to help home and school connections and maintain contracts supporting these resources. \$60,000 was estimated, and actual expenditures were \$50,000.

5.10 CUSD partially implemented this action. Funds were used to provide outdoor engagement and learning spaces to support hands-on learning and exploration, which was done to address the concerns and feedback of our educational partners. \$369,579 was estimated, and actual expenditures were \$110,020.

5.11 CUSD fully implemented this action by communicating with parents on an ongoing basis to support the achievement of unduplicated pupils. \$2,500 was estimated, and actual expenditures were \$3,900.

5.12 CUSD partially implemented this action. We fully implemented it as staff participated in multiple conferences. CUSD successfully implemented this action to support improving our current programs and services for unduplicated pupils. \$27,500 was estimated, and actual expenditures were \$17,635.

5.13 CUSD partially implemented this action. CUSD implemented the actions as planned. We purchased engagement strategies, materials, and supplies as we implemented social and emotional interventions and support. Additional support was provided and funded to address alternative interventions. \$54,000 was estimated, and actual expenditures were \$15,680.

5.14 CUSD partially implemented this action. Some upgrades were designed to reinforce our firewall and address the safety support in terms of our technology services. \$386,500 was estimated, and actual expenditures were \$5,000.

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

The progress in Goal 5 is minimal, as evaluated by the metrics. Nonetheless, the collaboration across the sites continued with district activities adapting to the decrease in staff, accommodations due to COVID quarantine activities, and validation that the services outlined in goal 5 are critical for the needs of district students. Staffing (5.1 and 5.4) supported the attendance campaigns and parent engagement while serving in these district-level positions. Health services (5.5) were successfully provided to students by adding the health aide supporting the school nurse. The temporary school psychologist services (5.3) afforded increased consultation services for exceptional education staff, general education staff, and parents to address student needs. Parent engagement services increased with on-site activities (5.6) and home-to-school communication (5.11). Student travel was implemented to increase the participation of students in college and career readiness exploration, school involvement, and intervention activities (Action 5.2). To address the school climate improvement practices, we hired campus security staff for Bill Young Jr. Middle School and Calipatria High School (action 5.8). Technology improvements to support network

capabilities and connectivity for students were completed (5.10), affording a more consistent connection and expansion of access to technology for students and staff. Student achievement was enhanced with the support of materials and supplies for student engagement (5.7 and 5.13). CUSD continued to support district-wide services (5.9) that support consistent collaboration across the sites, intervention services for staff students, and increased parent communication. Travel (5.12), though minimal due to activities continuing to be provided via virtual platforms and in person, supported staff improvement in services for student engagement activities. School climate and safety supports and materials (Action 5.14) were added to purchase safety materials for offices, classrooms, gyms, and departments that have First Aid kits- district-wide. Some upgrades were designed to reinforce our firewall and address the safety support in terms of our technology services.

Effectiveness by Action - 2023 California Dashboard Evidence of Effectiveness

Performance Levels - Color Coding

Blue is Very High -Highest Performance

Green is High

Yellow is Medium

Orange is Low

Red is Very Low - Lowest Performance

Actions 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10, 5.11, 5.12, 5.13, and 5.14,

- - Bill Young Jr. Middle School, Suspension Rate (White Subgroup) No Performance Color declined 3.3%
- -Grace Smith Elementary, Suspension Rate (Hispanic Subgroup) Green declined by 1%

Effectiveness by Action -California Healthy Kids Survey. Spring 2023

The percentage of students that feel very safe at school

Grade 4 -- 78%

Grade 5 -- 47%

Grade 9 -- 45%

Grade 11-- 78%

The percentage of students that report high levels of school connectedness

Grade 4 -- 71%

Grade7 -- 51%

Grade 9 -- 48%

Grade 11 -- 71%

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.

No changes applicable for Goal 5.

An increase in health services (5.5) will be added to support on-site services. Action 5.11 will be increased to support home-to-school communications. All other actions will remain the same as the district anticipates these areas are needed for attaining goal outcomes. As one-time dollars are expended, the LCAP resources outlined in the actions for goal 5 will be utilized. All other metrics and desired outcomes will remain the same to support the improvement of staff, students, parents, and engagement partners. For Action 5.12 We will modify it to identify professional development opportunities in 3 different versions: (1) locally housed at the district level and (2) travel and conference. These opportunities will be available for certificate and classified staff. Materials, supplies, salaries for substitutes, and stipend for activities outside contact hours will be included as part of this action.

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
Calipatria Unified School District	Angelita V. Ortiz, Superintendent Dr. Liliann Patterson, Assistant Superintendent	aortiz@calipat.com, (760)348-2892 lpatterson@calipat.com, (760)348-2892

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.

Calipatria Unified School District (CUSD) is a TK through 12th-grade school district with 1086 students (Fall 1, CALPADS 1.4 Enrollment Count 2023-2024). The school district provides educational services to the northern communities of Imperial County, which include Calipatria, Niland, and Bombay Beach. The district has two elementary school sites, one middle school serving grades 5 through 8, and one comprehensive high school. The district offers educational services to meet the needs of our diverse community, including access to extended learning, athletics, student body organizations, and community partnerships. The district serves as a hub for our local community. The student population is overwhelmingly Hispanic at 90.42%, 6.14% White, 5.62% African American, and 2.85% multiple ethnicity/other. Thirty-one percent (31%) of the students are English Language Learners (Fall 1, October 2024), representing an increase from the previous school year. Spanish is the predominant native language of our English Language Learners. Students eligible for Migrant Education represent 18% of the student body, a decrease from the previous school year. The district identifies 127 students, or 11.6% of the population, as students with disabilities. Less than one percent of the student population is Foster Youth. Approximately 89% of CUSD students are Socio-Economically Disadvantaged, with 958 or 88.2% of the student population eligible for Free and Reduced Meals (2023-2024 CALPADS 1.1 Enrollment). One hundred percent of district students receive free meals as part of the district’s eligibility for the National School Lunch Program Community Eligibility Provision. All four (4) schools in the district qualify, receive, and operate under the Title One Schoolwide Program. Approximately 87.21% of the student population meets the unduplicated eligibility count for the Local Control Funding Formula

(LCFF). In the 2022-2023 school year, Calipatria Unified School District reported an increase in graduation rate from 93.9% in the 2021-2022 school year to 96.9%. The Calipatria Unified School District seeks to promote a safe and engaging learning environment to provide students, staff, parents, and the local community opportunities to excel and succeed.

Reflections: Annual Performance

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

Calipatria Unified School District (CUSD) excelled in implementing the 2023 Local Control and Accountability Plan (LCAP). CUSD established robust systems to execute the actions and meticulously monitored qualitative and quantitative data to pinpoint areas for enhancement. The district also introduced systems to propose refining practices, thereby amplifying the impact outlined in the LCAP. CUSD's commitment to the English Language Proficiency Assessments for California (ELPAC) and the Smarter Balanced Assessments (SBAC) remained unwavering.

For the 2023 school year, the data indicated that fifty percent (50%) of our student population is progressing toward English language proficiency. In addition, data shows that 45.3% of CUSD students progressed at least on the English language progress indicator on the Summative ELPAC, and 25% of English learners progressed on the Summative Alternate ELPAC. Additional data indicates that 39.6 % of high school graduates are prepared based on the College and Career Indicator criteria.

Data presented in the California Dashboard shows that for the 2023 school year, student's performance in English Language Arts in grades 3-8 and 11 scored 50.1 points below standard, with a decline of 3.8 points. Regarding English Language Arts Data Comparison for English Language Learners, current English Learners performed 115.8 points below standard, declining 17.4 points. Recently, Reclassified English Learners scored 0.6 points above standard, with a decline of 21.1 points. English-only students scored 39.5 points below standard, maintaining 0.2 points.

In Mathematics, the California Dashboard shows that for the 2023 school year, students' performance in grades 3-8 and 11 scored 76.1 points below standards. The total population shows an increase of 11 points. Regarding Mathematics Data Comparison for English Language Learners, current English Learners performed 127.6 points below standard and maintained 1.3 points. Recently, Reclassified English Learners scored 45.5 points below standard and increased by 6.2 points. English-only students scored 64.5 points below standard, which increased by 10.5 points.

The following groups and school sites received a red performance level as presented in the 2023-2024 Dashboard Lowest Performing Indicators - RED. In addition, next to the groups performing at the lowest performance (RED), the LCAP actions that will address this need are listed.

Calipatria Unified School District Performance - RED
LCAP Actions that will address these needs are listed after each group.

- -Chronic Absenteeism English Learners -- (Actions 4.3, 4.14, 5.4, 5.7, 5.8, 5.9, and 5.11)
- -Chronic Absenteeism Students with Disabilities -- (Actions 4.3, 4.14, 5.4, 5.7, 5.8, 5.9, and 5.11)
- -Suspension English Learners -- (Actions 4.3, 4.12, 4.14, 4.18, 5.1, 5.6, 5.8, 5.9, 5.11, 5.13, and 5.14)
- -Suspension Socio-Economic and Disadvantaged -- (Actions 4.3, 4.12, 4.14, 4.18, 5.1, 5.6, 5.8, 5.9, 5.11, 5.13, and 5.14)
- -Suspension Students with Disabilities -- (Actions 4.3, 4.12, 4.14, 4.18, 5.1, 5.6, 5.8, 5.9, 5.11, 5.13, and 5.14)
- -Suspension African American -- (Actions 4.3, 4.12, 4.14, 4.18, 5.1, 5.6, 5.8, 5.9, 5.11, 5.13, and 5.14)
- -English Language Arts English Learners -- (Actions 1.1, 1.2, 1.3, 1.4, 1.5, 1.7, 1.9, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, and 3.7)

Calipatria High School Performance- RED

LCAP Actions that will address these needs are listed after each group.

- -English Learner Progress Indicator
- -Suspension ALL -- (Actions 4.3, 4.12, 4.14, 4.18, 5.1, 5.6, 5.8, 5.9, 5.11, 5.13, and 5.14)
- -Suspension English Learners -- (Actions 4.3, 4.12, 4.14, 4.18, 5.1, 5.6, 5.8, 5.9, 5.11, 5.13, and 5.14)
- -Suspension Socio-Economic and Disadvantaged -- (Actions 4.3, 4.12, 4.14, 4.18, 5.1, 5.6, 5.8, 5.9, 5.11, 5.13, and 5.14)
- -Suspension Students with Disabilities -- (Actions 4.3, 4.12, 4.14, 4.18, 5.1, 5.6, 5.8, 5.9, 5.11, 5.13, and 5.14)
- -Suspension Hispanic -- (Actions 4.3, 4.12, 4.14, 4.18, 5.1, 5.6, 5.8, 5.9, 5.11, 5.13, and 5.14)

Bill E. Young Middle School Performance- RED

LCAP Actions that will address these needs are listed after each group.

- -Chronic Absenteeism English Learners -- (Actions 4.3, 4.14, 5.4, 5.7, 5.8, 5.9, and 5.11)
- -Chronic Absenteeism Students with Disabilities -- (Actions 4.3, 4.14, 5.4, 5.7, 5.8, 5.9, and 5.11)
- -Suspension Students with Disabilities -- (Actions 4.3, 4.12, 4.14, 4.18, 5.1, 5.6, 5.8, 5.9, 5.11, 5.13, and 5.14)
- -English Language Arts English Learners -- (Actions 1.1, 1.2, 1.3, 1.4, 1.5, 1.7, and 1.9)
- -English Language Arts Socio-Economic and Disadvantaged -- (Actions 1.1, 1.2, 1.3, 1.4, 1.5, 1.7, and 1.9)
- -Mathematics ALL -- (Actions 2.1, 2.2, 2.3, 2.4, and 2.5)
- -Mathematics Socio-Economic and Disadvantaged -- (Actions 2.1, 2.2, 2.3, 2.4, and 2.5)
- -Mathematics Students with Disabilities -- (Actions 2.1, 2.2, 2.3, 2.4, and 2.5)
- -Mathematics Hispanic -- (Actions 2.1, 2.2, 2.3, 2.4, and 2.5)

Fremont Primary School Performance- RED

LCAP Actions that will address these needs are listed after each group.

- -Chronic Absenteeism English Learners -- (Actions 4.3, 4.14, 5.4, 5.7, 5.8, 5.9, and 5.11)
- -Chronic Absenteeism Hispanic -- (Actions 4.3, 4.14, 5.4, 5.7, 5.8, 5.9, and 5.11)
- -English Language Arts English Learners -- (Actions 1.1, 1.2, 1.3, 1.4, 1.5, 1.7, 1.9, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, and 3.7)

Grace Smith School Performance- RED

LCAP Actions that will address these needs are listed after each group.

- -Chronic Absenteeism Hispanic -- (Actions 4.3, 4.14, 5.4, 5.7, 5.8, 5.9, and 5.11)
- -CUSD continues to meet Local Teachers, Instructional Materials, and Facilities Indicators.
- -CUSD continues to meet Local Parent and Family Engagement Indicators.
- - CUSD continues to meet Local Climate Survey Summary Indicators.
- -CUSD Dropout data from the 2023-2024 CALPADS 1.12

Report CUSD had three dropouts at Bill E. Young Jr. Middle School and three at Calipatria High School. CALPADS reported an improvement or decrease in dropout rates for students at Calipatria High School and Bill E. Young Jr Middle School Calipatria USD continued to identify successful implementation of staffing to increase instructional classroom support and intervention services. The increase in both certificated and classified personnel was reported to have been able to consistently provide services throughout the year and to increase individual and small group instruction as well as differentiated instruction. The district will continue implementing the 2023-2024 LCAP with the same goals and actions, maintaining support for materials and supplies and professional development.

Reflections: Technical Assistance

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

Calipatria Unified School District qualified for Differentiated Assistance (DA). To meet the needs identified in the data, the district is currently collaborating with the Imperial County Office of Education, and collectively, we are reviewing data, identifying and evaluating current practices, and identifying refinement and modifications that will need to take place to improve outcomes.

Calipatria Unified School District will have one (2) school in the LEA that is eligible for Additional Targeted Support (ATS), and the district qualified for differentiated assistance (DA). The sites eligible for ATS are Grace Smith School, K-4 in Niland, California, and Bill E. Young Middle School, grades 5 through 8 in Calipatria, California.

Calipatria Unified School District is partnering with the Imperial County Office of Education to facilitate continuous learning in conducting the needs assessment, root cause analysis, and support for evidence-based strategies. The Single Plan for Student Achievement, a crucial roadmap, will be the key to addressing the ATS and DA requirements. The plan will involve the active participation of the School Site Council, District English Learner Advisory Committee, and district leadership, with the support of the Imperial County Office of Education partners. Calipatria Unified School District will provide district leadership to develop a comprehensive support and improvement plan.

Services will include direct support from district administrators, professional development planning and services, travel and conference support, and family engagement opportunities. To develop a comprehensive support and improvement plan, Grace Smith collected information from the following tools: The LCAP process afforded families of the district to participate in surveys and prioritize the areas of need. The outcomes focused on 1) Student Achievement, 2) Student Engagement, 3) Basic Services, and 4) School Climate/Safety. The

results of the survey responses are provided to the School Site Council to provide insights and prioritize curriculum-based programs and services to contribute to the academic achievement of students at Grace Smith School. In addition, the annual Parent Involvement Survey highlights parents' satisfaction with the academic program, parent involvement, school environment, home environment, and Title One Program.

The Spring 2023 parent survey showed favorable responses from respondents. Additional analysis will be conducted in the Fall of 2024. The needs assessment analysis conducted via the ATS and DA process identified three problems of practice that may be contributing to student achievement progress noted above:

- * Missing K-4 instructional alignment across all content areas
- * Missing alignment of assessments across all content areas
- * Unclear data process for progress monitoring across all content areas

In addition, the needs assessment addressed the limited exposure students and staff have to engage with the state assessment tools for CAASPP, such as the interim assessment blocks (IABs), the Focused Interim Assessment Blocks (FIABs), and the Interim Comprehensive Assessments (ICAs). The needs assessment also highlighted the impact chronic absenteeism and student discipline may have on student access to the core curriculum, including the opportunity for intervention.

Grace Smith School is facing a critical issue with a high 43.6% of students being Chronically Absent for the Fall 2023 California School Dashboard, and Bill E. Young Middle School is facing a crucial issue with a high 39.2% of students being Chronically Absent. This alarming statistic underscores the need to establish a structured process for addressing attendance issues. The needs assessment and achievement data results reveal that student achievement is still reeling from the impact of COVID-19. Student outcomes for achievement in English Language Arts/Mathematics and school attendance are significantly lower than pre-COVID levels. Our focus will remain on providing additional support to the limited EL population during the regular and extended school days to build annual gains in English fluency and academic achievement. The ATS and DA data analysis also uncovered resource inequities as follows:

1. Grace Smith School has only a site principal every school day. The superintendent is assigned the administrative duties.
2. Grace Smith School has a significant resource gap due to the absence of a school counselor. It's worth noting that no elementary site within the district has a school counselor. This lack of dedicated student support at the elementary level could contribute to attendance and achievement issues.
3. Lack of certificated personnel for after-school programs may impact student outcomes in attendance, discipline, and academics.
4. Lack of a district-wide behavior management system leads to consistent behavior expectations and disciplinary responses for staff, students, and parents.
5. Lack of a defined attendance structure leads to inconsistent communication with staff, students, and parents regarding addressing chronic absenteeism and interventions.

The following data reflects the indicators and groups that required CUSD to receive Technical Assistance. In addition, next to the groups performing at the lowest performance (RED), the LCAP actions that will address this need are listed.

Priority 4

English Language Arts (Actions 1.1, 1.2,1. 3, 1.4, 1.5, 1.7, and 1.9)
Mathematics -- (Actions 2.1, 2.2, 2.3, 2.4, and 2.5)
English Learner Progress Indicator -- (Actions 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, and 3.7)

Priority 5
Chronic Absenteeism -- (Actions 4.3, 4.14, 5.4, 5.7, 5.8, 5.9, and 5.11)
English Learners -- (Actions 4.3, 4.14, 5.4, 5.7, 5.8, 5.9, and 5.11)
Students with Disabilities -- (Actions 4.3, 4.14, 5.4, 5.7, 5.8, 5.9, and 5.11)

Priority 6
Suspensions -- (Actions 4.3, 4.12, 4.14, 4.18, 5.1, 5.6, 5.8, 5.9, 5.11, 5.13, and 5.14)
English Learners -- (Actions 4.3, 4.12, 4.14, 4.18, 5.1, 5.6, 5.8, 5.9, 5.11, 5.13, and 5.14)
Students with Disabilities -- (Actions 4.3, 4.12, 4.14, 4.18, 5.1, 5.6, 5.8, 5.9, 5.11, 5.13, and 5.14)

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.

No schools were identified as eligible for comprehensive support and improvement.

Support for Identified Schools

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

No schools were identified as eligible for comprehensive support and improvement.

Monitoring and Evaluating Effectiveness

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

No schools were identified as eligible for comprehensive support and improvement.

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
Student Surveys	<p>Every year, the Calipatria Unified School District will conduct surveys among the student population to receive feedback in terms of services and activities identified in the areas of:</p> <ul style="list-style-type: none">• Improved identification of needs.• Improved social-emotional development.• Improved attendance.• Improved academics.• Lower suspension rates.• Increased graduation rates.• Improved preparation for college/career• After School and Extended Learning Services <p>This ongoing partnership with our student population will equip us to increase planning, evaluation, and continuous improvement systems designed to address the CUSD LCAP goals listed below.</p> <ul style="list-style-type: none">• GOAL 1: Calipatria Unified School District will annually increase student academic achievement in English Language Arts (ELA) as evidenced by student performance on state and local measures.• GOAL 2: Calipatria Unified School District will annually increase student academic achievement in Mathematics as evidenced by

Educational Partner(s)	Process for Engagement
	<p>student performance on state and local measures.</p> <ul style="list-style-type: none"> • GOAL 3: Calipatria Unified School District will annually increase student achievement for English Language Learners as evidenced by student performance on state and local measures. • GOAL 4: Calipatria Unified School District will provide diverse learning opportunities for students to achieve a high school diploma and post-secondary college and career readiness. • GOAL 5: Calipatria Unified will increase educational partners engagement across district programs and services.
Parent and Community Member Surveys	<p>Every year, the Calipatria Unified School District will conduct surveys among the Parent and Community Member population to receive feedback in terms of services and activities identified in the areas of:</p> <ul style="list-style-type: none"> • Improved identification of needs. • Improved social-emotional development. • Improved attendance. • Improved academics. • Lower suspension rates. • Increased graduation rates. • Improved preparation for college/career • After School and Extended Learning Services <p>This ongoing partnership with our parent and Community Member population will equip us to increase planning, evaluation, and continuous improvement systems to address the CUSD LCAP goals listed below. In addition to community members, the district and school sites will collect feedback from the School Site Council, English Language Advisory Committee, District English Language Advisory Committee, LCAP Committee, and Community Advisory Committee (CAC).</p>

Educational Partner(s)	Process for Engagement
	<ul style="list-style-type: none"> • GOAL 1: Calipatria Unified School District will annually increase student academic achievement in English Language Arts (ELA) as evidenced by student performance on state and local measures. • GOAL 2: Calipatria Unified School District will annually increase student academic achievement in Mathematics as evidenced by student performance on state and local measures. • GOAL 3: Calipatria Unified School District will annually increase student achievement for English Language Learners as evidenced by student performance on state and local measures. • GOAL 4: Calipatria Unified School District will provide diverse learning opportunities for students to achieve a high school diploma and post-secondary college and career readiness. • GOAL 5: Calipatria Unified will increase educational partners engagement across district programs and services.
Calipatria Unified School District Staff	<p>Every year, the Calipatria Unified School District will conduct surveys among the principals, district administrators, other school and district personnel, local certificated and classified bargaining units, teachers, and paraprofessionals to receive feedback in terms of services and activities identified in the areas of:</p> <ul style="list-style-type: none"> • Improved identification of needs. • Improved social-emotional development. • Improved attendance. • Improved academics. • Lower suspension rates. • Increased graduation rates. • Improved preparation for college/career • After School and Extended Learning Services

Educational Partner(s)	Process for Engagement
	<p data-bbox="1056 191 2045 297">This ongoing partnership with our classified and certificated staff will equip us to increase planning, evaluation, and continuous improvement systems to address the CUSD LCAP goals listed below.</p> <ul data-bbox="1113 337 2011 846" style="list-style-type: none"><li data-bbox="1113 337 2011 480">• GOAL 1: Calipatria Unified School District will annually increase student academic achievement in English Language Arts (ELA) as evidenced by student performance on state and local measures.<li data-bbox="1113 521 2011 664">• GOAL 2: Calipatria Unified School District will annually increase student academic achievement in Mathematics as evidenced by student performance on state and local measures.<li data-bbox="1113 704 2011 846">• GOAL 3: Calipatria Unified School District will annually increase student achievement for English Language Learners as evidenced by student performance on state and local measures. <p data-bbox="1056 886 2045 992">GOAL 4: Calipatria Unified School District will provide diverse learning opportunities for students to achieve a high school diploma, post-secondary college, and career readiness.</p> <ul data-bbox="1113 1032 2011 1105" style="list-style-type: none"><li data-bbox="1113 1032 2011 1105">• GOAL 5: Calipatria Unified will increase educational partners' engagement across district programs and services.

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

Calipatria Unified School District continues to provide meaningful engagement of teachers, parents, pupils, and other educational community partners. The Calipatria Unified School District has outlined several steps to provide opportunities for meaningful consultation, including community forums, surveys, school and District leadership and advisory committees, school board meetings, consultation with county agencies, including Imperial County Office of Education and Imperial Valley Regional Occupational Program, and Imperial Valley College. We also promote an open-door policy for parents, pupils, staff, principals/administrators, and other educational partners to contribute to the plan's development. The Calipatria Unified School District has also used guiding documentation from local and state agencies to address the education of English Learners, foster and homeless youth, socioeconomically disadvantaged youth, and students with disabilities. In-person

and virtual opportunities have been announced via website communications, text messages, and video announcements. We have continued ongoing consultation focused on meaningful engagement with three targeted groups:

(1) Calipatria Unified Teachers Association; (2) Calipatria School Employees Association; and (3) Calipatria Unified School District parents, pupils, and community. Forums for all three groups began in November and concluded in May. The assistant superintendent coordinated the open meetings. Meetings were open to all union members and the public. Notifications were made available on each campus site, provided directly via handouts, communicated electronically via email or text, and on the district website. Calipatria USD provided relevant LCAP consultation resources to each school site and union representatives as an opportunity for all principals, teachers, classified staff, and interested educational partners to provide meaningful engagement. Resources included assessment and accountability reporting, LCAP resources, and reports developed by the Imperial County Office of Education, and reports are collected under the California Dashboard.

The assistant superintendent initiated this opportunity in November. During November, opportunities were made available at District and site-level advisory committees for District and interested partners to receive reviews of budgets and a preview of LCAP changes. In February 2024, the District completed the Supplement to the Annual Update for 2023- The assistant superintendent shared 2024 results with the District and interested partners. During February through May, district and interested staff and partners received information on various accountability measurements and the revised formatting for the LCAP. Relevant school progress and annual update data were presented at all consultation opportunities. As provided in print or via translation, information was available in English and Spanish. Under the direction of the District Superintendent, each school site administrator has addressed LCFF and LCAP site needs through their School Site Councils. School Site Councils offer the District an ideal opportunity for meaningful engagement with principals, teachers, and parents, as each site council has ongoing, regularly scheduled meetings to develop a site plan to increase student achievement. In addition, school site councils are an additional forum to access pupil input as students actively serve on these councils and complete surveys, which the council utilizes to obtain LCAP input addressing the unique needs of their sites. Specific to the development of the LCAP, site administrators were directed to address and collect input on specific programs and services to contribute to the development of the District LCAP. This approach was implemented to address the needs unique to each school site. Site administrators were provided with relevant information to address their School Site Council.

From August 2024 through May 2024, the district provided this information via email communications from district and county staff and the ongoing District LEA/LCAP Consultation meetings and other relevant meetings. Site administrators also participated in monthly meetings with the District. The Superintendent and Assistant Superintendent will maintain an ongoing consultation opportunity to address LCAP progress, review, update, and recommend. At the district level, meaningful consultation is obtained from district-level parent advisory committees. CUSD Migrant Parent Advisory Committee (MPAC) and the CUSD English Learners Advisory Committee (DELAC) remain active participants throughout the consultation process.

Every month from August 2024 through May 2024, the DELAC committee also addresses the mandatory input from parents of English Learners. Together, the MPAC and DELAC members provide valuable insights into the unique needs of English Learners, migrant students, and students new to the United States. The District continued to use the Community Advisory Committee (CAC) to provide an additional forum to address the needs of students with disabilities. Every month from August 2024 through May 2024, all committees received information about the consultation process and provided student achievement information and the California Dashboard. In addition, educational partners were allowed to advise on the upcoming LCAP. All information was available in English and Spanish in print or via translation, and meetings were made via Zoom and in person. Every month from August 2024 through May 2024, Calipatria Unified School District administrators, site principals, and management have been engaging in ongoing meetings with local entities to support the

development of programs and services to increase student achievement and obtain meaningful consultation with engagement partners. Imperial County Office of Education and Imperial County SELPA provided relevant direction and consultation on programs and services to address all students, especially English Language Learners, Homeless and Foster Youth, Migrant students, and students with disabilities. Collaboration with Imperial Valley Regional Occupational Program focused on student career preparation services and programs. Collaboration with Imperial Valley College has provided access to the Dual Enrollment Program and other post-secondary options, which will afford the increase in achievement in College and Career Indicator. The District also received ongoing guidance from federal and state advocacy groups to guide the development of programs and services for Foster youth and curriculum development. Including these outside agencies for the Calipatria Unified School District is imperative, as students' achievement relies on access to the most appropriate educational services and programs. The Calipatria USD serves students in TK-12 and benefits from the additional educational resources accessible within our local community and provided by local entities.

Additionally, the Calipatria Unified School Board maintains an ongoing agenda item on the LCFF and LCAP development to inform the public and maintain an open forum for meaningful engagement with the community. The school board meetings offer administrators, teachers, parents, students, and educational community partners the opportunity to know the calendar of activities related to the LCFF and LCAP process. The CUSD School Board is kept abreast of community forum participation and recommendations.

During these collective conversations with multiple educational partners, the recommendation was that any actions listing professional development and conferences be combined as one, presented in Goals 1 and 3.

The Calipatria USD holds monthly LEA/LCAP meetings to support ongoing collaboration, monitoring, and evaluation of the LCAP program, services, and activities. A yearly district calendar is established and published. The meetings bring together all district and site principals and supervisors, the Migrant Coordinator, Family Resource Coordinator, CUTA President, and CSEA President to maintain a working relationship to drive the ongoing development of the LCAP. Under the coordination of the District's Assistant Superintendent, the committee addresses the review of the LCAP, the annual update of the plan, and the monitoring of program services, activities, and budget. The committee provides direction on the opportunities for meaningful engagement. In addition, Migrant, CAC, and DELAC district-level committees provide an ongoing agenda item to apprise members of progress on LCAP, including programs, services, and expenditures. The CUSD District Assistant Superintendent and Migrant Coordinator provided committees with information and student achievement data. Committees maintain an LCAP consultation agenda item to ensure opportunities for collaboration. These meetings are generally conducted in Spanish and afford our parents a positive environment for meaningful engagement. For the 2023-2024 school year, the meetings were made available via Zoom and in person. CUSD site administrators lead School Site Councils in reviewing progress on LCAP regarding site-approved activities and district initiatives. CUSD site administrators and district staff receive budgetary updates via the District LEA/LCAP Consultation Team. The CUSD site administrators are responsible for engaging SSC in the local collaboration process to ensure opportunities for meaningful engagement. CUSD School Board addresses LCAP annual updates with ongoing agenda items and discussion at monthly school board meetings. The Superintendent and Business Manager are responsible for updating the board on the fiscal and programmatic aspects of the LCAP. CUSD district staff actively participate with Imperial County Office of Education staff to address the annual update of the LCAP. The district superintendent, assistant superintendent, and business manager attend county-led meetings to receive CDE information, guidance from LCAP advising groups, and support in developing the overall plan. The county has assigned staff who provide ongoing consultation with our district team to assist with plan development.

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Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Calipatria Unified School District will annually increase student academic achievement in English Language Arts (ELA) as evidenced by student performance on state and local measures.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Calipatria Unified School District will focus on student achievement in English Language Arts (ELA) to afford all students the opportunities for post-secondary success. Achieving English Language Arts is vital to earning a high school diploma, meeting college entrance requirements, and post-secondary employment. The 2023 English Language Arts Academic Indicator shows that all our students scored 50.1 points below standard. Our subgroups performed as follows:

- Students with disabilities performed 128.4 points below standard.
- English Learners performed 76.8 points below standard.
- White students performed 22 points below standard.
- Socioeconomically Disadvantaged students performed 57.8 points below standard.
- Hispanic students performed 51.6 points below standard.

In response to this data, Calipatria Unified School District (CUSD) needs to redesign the tools to support monitoring of student progress and intervention support. Calipatria USD anticipates struggling with learning loss outcomes and will seek to improve support for unduplicated students. Calipatria USD's broad Goal 1: English Language Arts aims to increase the overall instructional program and student achievement on the state accountability measures and district benchmarks. The district recognizes the achievement of English learners, low-income, and foster youth, which requires additional support through extended learning time, smaller classroom learning environments, and effective differentiated instructional strategies to increase access for English learners, low-income, and foster youth to the core. Supplemental instructional supports are essential to closing the achievement gap and overall improvement in English Language Arts for district students. Staff providing instructional services in English Language Arts need increased training on student engagement, technology resources, and assessment standards to improve the learning environment for students, including English Learners, low-income, and foster youth.

Calipatria USD will propose addressing Priority 2, Implementation of State Standards, Priority 4, Pupil Achievement, and Priority 8, Other Pupil. Outcomes with actions for this goal. CUSD will retain professional development and consulting services to support mental English Language Arts professional development to increase classified staff understanding of standards-aligned instruction, state English Language Arts accountability measures, and strategies to support student achievement in the classroom and on accountability measures to improve the

outcomes for unduplicated pupils at Calipatria High School, Bill Young Jr. Middle School, Fremont Primary School, and Grace Smith School to support this action, fees for substitutes will be included as part of this action. Depending on the identified need(s), the action will sometimes implemented by contacting an outside entity to provide professional development, and other professional development will be created using the internal capacity. Fees also included in this action will consist of materials and supplies for in-house training and substitutes.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	<p>A. California School Dashboard English Language Arts Performance Level</p> <p>CUSD will achieve no less than a Yellow performance level across all schools, groups, and significant subgroups.</p> <p>In lieu, see Metric C outcome: SBAC Summary of Students scoring Standard Met or Exceeded</p> <p>Blue is Very High Green is High Yellow is Medium Orange is Low Red is Very Low</p>	<p>Calipatria USD has established 2022-2023 California School Dashboard English Language Arts performance as baseline.</p> <p>A. California School Dashboard ELA Performance Levels</p> <p>All Student Group</p> <ul style="list-style-type: none"> • CUSD, Orange • Bill Young, Orange • Calipatria High, Yellow • Fremont, Yellow • Grace Smith, No Performance Color <p>Socio-Economically</p>			<p>A. 100% of all CUSD schools, groups, and significant subgroups will have achieved or exceeded Yellow performance level.</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Disadvantage SubGroup <ul style="list-style-type: none"> • CUSD, Orange • Bill Young, Red • Calipatria High, Orange • Fremont, Yellow • Grace Smith, No Performance Color Students with Disabilities SubGroup <ul style="list-style-type: none"> • CUSD, Orange • Bill Young, Orange • Calipatria High, No Performance Color • Fremont, No Performance Color • Grace Smith, No Performance Color Hispanic SubGroup				

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<ul style="list-style-type: none"> CUSD, Orange Bill Young, Orange Calipatria High, Yellow Fremont, Yellow Grace Smith, No Performance Color No colors reported for Foster nor Homeless Students- All Students and Subgroups 				
1.2	<p>B. California School Dashboard points below standard in English Language Arts.</p> <p>CUSD will annually improve the average distance from standard across all schools, groups, and significant subgroups.</p>	<p>B. California School Dashboard points below standard in English Language Arts</p> <p>All Student Group - Points Below Standard</p> <ul style="list-style-type: none"> CUSD, -50.1 Bill Young, -66.7 Calipatria High, -1.3 			B. 100% of all CUSD schools will have attained a positive 3-year growth in distance from standard outcomes.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	In lieu, see Metric C outcome: SBAC Summary of Students scoring Standard Met or Exceeded	<ul style="list-style-type: none"> Fremont, -38.9 Grace Smith, -27.8 <p>Socio-Economically Disadvantage SubGroup-Points Below Standard</p> <ul style="list-style-type: none"> CUSD, -57.8 Bill Young, -72.4 Calipatria High, -16.5 Fremont, -45.6 Grace Smith, -26 <p>Students with Disabilities SubGroup -Points Below Standard</p> <ul style="list-style-type: none"> CUSD, -128.4 Bill Young, -143.4 Calipatria High, No Data Displayed Fremont, -92.9 Grace Smith, NA <p>Hispanic SubGroup-</p>				

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>Points Below Standard</p> <ul style="list-style-type: none"> CUSD, -51.6 Bill Young, -68.7 Calipatria High, -1.4 Fremont, -38.3 Grace Smith, -38.9 <p>No colors reported for Foster nor Homeless Students- All Students and Subgroups</p>				
1.3	<p>C. SBAC Summary of Students scoring Standard Met or Exceeded -CAASPP Portal</p> <p>CUSD will annually improve the percentage of students scoring Standard Met-Level 3 or Exceeded - Level 4 across all district level groups and significant subgroups.</p>	<p>C. 2022-2023 SBAC Summary of Students scoring Standard Met or Exceeded</p> <p>All Student Group - Percentage</p> <ul style="list-style-type: none"> CUSD, 26.92% Bill Young, 21.8% Calipatria High, 45.71% 			<p>C. 100% of all CUSD level groups and significant subgroups will have attained a positive 3-year growth in the percentage of students scoring standard met or or Exceeded.</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<ul style="list-style-type: none"> Fremont, 29.75% Grace Smith, 30.76% <p>Socio-Economically Disadvantage SubGroup - Percentage</p> <ul style="list-style-type: none"> CUSD, 23.99% Bill Young, 20.12% Calipatria High, 38.89% Fremont, 26.41% Grace Smith, 30.43% <p>Students with Disabilities SubGroup - Percentage</p> <ul style="list-style-type: none"> CUSD, 4.29% Bill Young, 4.08% Calipatria High, No Data Displayed Fremont, 6.25% Grace Smith, NA 				

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>Hispanic SubGroup - Percentage</p> <ul style="list-style-type: none"> CUSD, 26.69% Bill Young, 21.04% Calipatria High, 46.15% Fremont, 30.91% Grace Smith, 27.78% <ul style="list-style-type: none"> No data reported for Foster nor Homeless Students- All Students and Subgroups 				
1.4	<p>D. CUSD district benchmark reports Original: Spring 2024</p> <p>Adjusted: CUSD will annually improve the percentage of students prepared to meet grade level reading standards as measured by STAR Reading.</p>	<p>D. CUSD district benchmark data</p> <p>Original: CUSD will report Spring 2024.</p> <p>Grade 1-- 32% At/Above 21% On Watch 18% Intervention 30% Urgent Intervention</p>			<p>D. 100% of all CUSD grade level groups will have attained a 5% increase in the percentage of students scoring At/above 40th Percentile Rank</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Percentage of Students At/Above 40th Percentile Rank on STAR Reading	<p>Grade 2 -- 44% At/Above 13% On Watch 13% Intervention 31% Urgent Intervention</p> <p>Grade 3-- 32% At/Above 23% On Watch 25% Intervention 27% Urgent Intervention</p> <p>Grade 4 -- 58% At/Above 0% On Watch 16% Intervention 26% Urgent Intervention</p> <p>Grade 5-- 40% At/Above 17% On Watch 19% Intervention 17% Urgent Intervention</p> <p>Grade 6 -- 23% At/Above 17% On Watch 24% Intervention 37% Urgent Intervention</p> <p>Grade 7-- 10% At/Above</p>				

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		14% On Watch 31% Intervention 46% Urgent Intervention Grade 8 -- 32% At/Above 14% On Watch 18% Intervention 36% Urgent Intervention				
1.5	E. CUSD ESGI Data Spring 2025 Percentage of Students At/Above 40th Percentile Rank on English Language Arts Foundational Skills	E. CUSD ESGI Data Spring 2025 This will begin in the 2024-2025 school year. Transitional Kinder -- Kindergarten --			E. CUSD ESGI Data Percentage of Students At/Above 40th Percentile Rank on English Language Arts Foundational Skills	

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	Certificated Teaching Staff to support English Language Arts instruction.	CUSD will provide additional staffing to support English Language Arts achievement which will include extra period assignments, class size reduction strategies, and extended learning opportunities.	\$485,254.00	Yes
1.2	English Language Arts Supplemental Instructional Materials and Supplies.	CUSD will provide additional supplemental English Language Arts instructional materials and supplies to support English Language Arts instruction during the regular school year and extended learning opportunities.	\$53,000.00	Yes
1.3	English Language Arts Professional Development - Travel and Conferences and/or Consulting Fees	CUSD will retain professional development, travel, and conference or consulting services to support supplemental English Language Arts (ELA) professional development to increase certificated and classified staff understanding of standards-aligned instruction, state ELA accountability measures, and strategies to support student achievement in the classroom and accountability measures to improve the outcomes for unduplicated pupils at Calipatria High School, Grace Smith School, and Bill Young Jr. Middle School.	\$54,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Fees for substitutes will be included to support this action. Depending on the identified need(s), the action may be implemented by contacting an outside entity to provide professional development, travel to attend a conference or other professional development may be created using an internal capacity. Fees also included in this action will consist of materials and supplies for in-house training and substitutes.		
1.4	Certificated Resource Teachers.	CUSD will increase instructional support services for English Language Arts intervention with the addition of two resource teachers to provide targeted pullout services, small group instruction, and reading intervention to students struggling to achieve grade-level standards at Fremont Primary School and Bill Young Jr. Middle School.	\$277,759.00	Yes
1.5	Classified Instructional Staffing to support English Language Arts.	CUSD will provide additional instructional support to the classroom learning environment with paraprofessional instructional aides during the regular school year to increase student achievement for low income students in English Language Arts. Paraprofessional Instructional Aides will provide small group instruction and individual support to students within the classroom setting. Paraprofessional Instructional Aides will also provide pullout services to support targeted intervention programs.	\$93,436.00	Yes
1.6	Classified Staffing to support access to Technology.	CUSD will maintain part-time classified resource staff to support student access to technology in the computer labs, library/media rooms, and in the classroom at Fremont Primary School for English Learners, low income, and foster/homeless students.	\$34,517.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.7	Intervention Instructional Materials and Supplies.	CUSD will purchase intervention materials and supplies for Certificated Resource Teachers and district centralized services to utilize for targeted services for unduplicated pupils. Software licensing and application purchases to address language and literacy development will be acquired.	\$80,000.00	Yes
1.8	Classified Staffing to Support Transitional Kindergarten and Kindergarten.	CUSD will provide additional instructional support to the classroom learning environment with paraprofessional instructional aides during the regular school year to increase student achievement for low-income students in English Language Arts. Instructional aides will provide small group instruction and individual support to students within the classroom setting. Instructional aides will also provide pullout services to support targeted intervention programs.	\$248,494.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Calipatria Unified School District will annually increase student academic achievement in Mathematics as evidenced by student performance on state and local measures.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Calipatria Unified School District will focus on student achievement in Mathematics to afford all students the opportunities for post-secondary success. Achievement in mathematics is key to earning a high school diploma, meeting college entrance requirements, and post-secondary employment. The 2022-2023 California Dashboard indicates that all students performed 76.1 points below standard.

Our subgroups performed as follows:

- Students with disabilities performed 160.1 points below standard.
- English Learners performed 100 points below standard.
- White students performed 37.9 points below standard.
- Socioeconomically Disadvantaged students performed 84.1 points below standard.
- Hispanic students performed 77.5 points below standard.

The Calipatria Unified School District needs to redesign specific tools, such as our student progress monitoring system and intervention support framework, to better support our students. Calipatria USD anticipates struggling with significant learning loss outcomes, particularly due to the disruptions caused by the COVID-19 pandemic, and will seek to improve support for unduplicated students. Calipatria USD's broad Goal 2 - Mathematics aims to increase the overall instructional program and increase student achievement on the state accountability measures and district benchmarks. The district recognizes the achievement of English Learners, low income, and foster youth requires additional support through extended learning time, smaller classroom learning environments, and effective differentiated instructional strategies to increase access for English Learners, low income, and foster youth to the core. Supplemental instructional supports are essential to the closing of the achievement gap and overall improvement in mathematics for district students. CUSD will reorganize the instructional day in Grades 1-6 to replicate the focused daily supplemental math instruction provided at Bill E. Young Middle School and Grace Smith School and to increase student achievement and close the achievement gap for English Learners, low income, and students with disabilities. Staff providing supplemental instructional services in Mathematics need increased training on student engagement, technology resources, and assessment standards to improve the learning environment for students, including English Learners, low income, and foster youth.

Calipatria USD will propose to address Priority 2 Implementation of State Standards, Priority 4 Pupil Achievement, and Priority 8 Other Pupil Outcomes with actions for Goal 2 include implementing a comprehensive professional development program for teachers, introducing a data-driven instructional model, and establishing a system for ongoing student progress monitoring.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	<p>A. California School Dashboard Mathematics Performance Level</p> <p>CUSD will achieve no less than a Yellow performance level across all schools, groups, and significant subgroups.</p> <p>In lieu, see Metric C outcome: SBAC Summary of Students scoring Standard Met or Exceeded</p> <p>Blue is Very High Green is High Yellow is Medium Orange is Low Red is Very Low</p>	<p>Calipatria USD has established 2022-2023 California School Dashboard Mathematics performance as baseline.</p> <p>A. California School Dashboard ELA Performance Levels</p> <p>All Student Group</p> <ul style="list-style-type: none"> • CUSD, Yellow • Bill Young, Red • Calipatria High, Yellow • Fremont, Yellow • Grace Smith, No Performance Color <p>Socio-Economically Disadvantage SubGroup</p>			<p>A. 100% of all CUSD schools, groups, and significant subgroups will have achieved or exceeded Yellow performance level.</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<ul style="list-style-type: none"> • CUSD, Yellow • Bill Young, Red • Calipatria High, Yellow • Fremont, Yellow • Grace Smith, No Performance Color <p>Students with Disabilities SubGroup</p> <ul style="list-style-type: none"> • CUSD, No Performance Color • Bill Young, Red • Calipatria High, No Performance Color • Fremont, No Performance Color • Grace Smith, No Performance Color <p>Hispanic SubGroup</p> <ul style="list-style-type: none"> • CUSD, Yellow • Bill Young, Red 				

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<ul style="list-style-type: none"> Calipatria High, Yellow Fremont, Yellow Grace Smith, No Performance Color No colors reported for Foster nor Homeless Students- All Students and Subgroups 				
2.2	<p>B. California SchoolDashboard points below standard in Mathematics.</p> <p>CUSD will annually improve the average distance from standard across all schools, groups, and significant subgroups.</p> <p>In lieu, see Metric C outcome: SBAC Summary of Students scoring Standard Met or Exceeded</p>	<p>B. California School Dashboard points below standard in Mathematics</p> <p>All Student Group - Points Below Standard</p> <ul style="list-style-type: none"> CUSD, -76.1 Bill Young, -97.1 Calipatria High, -82.7 Fremont, -25.4 Grace Smith, -18.5 <p>Socio-Economically</p>			<p>B. 100% of all CUSD schools will have attained a positive 3-year growth in distance from standard outcomes.</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>Disadvantage SubGroup-Points Below Standard</p> <ul style="list-style-type: none"> • CUSD, -84.1 • Bill Young, -104 • Calipatria High, -103.6 • Fremont, -30.7 • Grace Smith, -20.4 <p>Students with Disabilities SubGroup -Points Below Standard</p> <ul style="list-style-type: none"> • CUSD, -160.1 • Bill Young, -193.3 • Calipatria High, No Data Reported • Fremont, -60.7 • Grace Smith, No Data Reported <p>Hispanic SubGroup-Points Below Standard</p> <ul style="list-style-type: none"> • CUSD, -77.5 • Bill Young, -98.8 				

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<ul style="list-style-type: none"> Calipatria High, -79.9 Fremont, -23.8 Grace Smith, -36.4 No colors reported for Foster nor Homeless Students- All Students and Subgroups 				
2.3	<p>C. SBAC Summary of Students scoring Standard Met or Exceeded -CAASPP Mathematics Portal</p> <p>CUSD will annually improve the percentage of students scoring Standard Met-Level 3 or Exceeded - Level 4 across all district-level groups and significant subgroups.</p>	<p>C. 2022-2023 SBAC Summary of Students scoring Standard Met or Exceeded</p> <p>All Student Group - Percentage</p> <ul style="list-style-type: none"> CUSD, 22.54% Bill Young, 17.20% Calipatria High, 25.71% Fremont, 34.17% Grace Smith, 30.76% <p>Socio-Economically</p>			<p>C. 100% of all CUSD level groups and significant subgroups will have attained a positive 3-year growth in the percentage of students scoring standard met or or Exceeded.</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>Disadvantage SubGroup - Percentage</p> <ul style="list-style-type: none"> • CUSD, 18.82% • Bill Young, 14.43% • Calipatria High, 14.81% • Fremont, 31.43% • Grace Smith, 30.43% <p>Students with Disabilities SubGroup - Percentage</p> <ul style="list-style-type: none"> • CUSD, 1.43% • Bill Young, 0.00% • Calipatria High, No Data Reported • Fremont, 6.25% • Grace Smith, No Data Reported <p>Hispanic SubGroup - Percentage</p> <ul style="list-style-type: none"> • CUSD, 22.20% • Bill Young, 16.56% 				

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<ul style="list-style-type: none"> Calipatria High, 26.15% Fremont, 35.78% Grace Smith, 27.78% <ul style="list-style-type: none"> No data reported for Foster nor Homeless Students- All Students and Subgroups 				
2.4	<p>D. CUSD district benchmark reports Original: Spring 2024 data</p> <p>Adjusted: CUSD will annually improve the percentage of students prepared to meet grade level reading standards as measured by STAR Mathematics.</p> <p>Percentage of Students At/Above 40th Percentile Rank on STAR Mathematics</p>	<p>D. CUSD district benchmark data</p> <p>Original: CUSD will report Spring 2024</p> <p>Grade 1-- 32% At/Above 23% On Watch 25% Intervention 27% Urgent Intervention</p> <p>Grade 2 -- 44% At/Above 12% On Watch 10% Intervention 34% Urgent Intervention</p> <p>Grade 3--</p>			<p>D. 100% of all CUSD grade level groups will have attained a 5% increase in the percentage of students scoring At/above 40th Percentile Rank</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		32% At/Above 23% On Watch 25% Intervention 27% Urgent Intervention Grade 4 -- 32% At/Above 23% On Watch 25% Intervention 27% Urgent Intervention Grade 5-- 66% At/Above 10% On Watch 7% Intervention 17% Urgent Intervention Grade 6 -- 49% At/Above 15% On Watch 17% Intervention 19% Urgent Intervention Grade 7-- 41% At/Above 21% On Watch 21% Intervention 18% Urgent Intervention Grade 8 -- 49% At/Above 23% On Watch				

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		16% Intervention 12% Urgent Intervention				
2.5	E. CUSD ESGI Data Spring 2025 Percentage of Students At/Above 40th Percentile Rank on Mathematics Foundational Skills	E. CUSD ESGI Data Spring 2025 Initiative will begin in the 2024-2025 school year. Transitional Kinder -- Kindergarten --			E. CUSD ESGI Data Percentage of Students At/Above 40th Percentile Rank on Mathematics Foundational Skills	

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	Certificated Teaching Staff to support Mathematics instruction	CUSD will provide additional staffing to support Mathematics achievement including extra period assignments, class size reduction strategies, and extended learning opportunities.	\$252,062.00	Yes
2.2	Mathematics Supplemental Instructional Materials and Supplies	CUSD will provide additional supplemental Mathematics instructional materials and supplies to support mathematics instruction during the regular school year and extended learning opportunities.	\$50,500.00	Yes
2.3	Certificated Resource Teachers	CUSD will increase instructional support services for Mathematics intervention by adding two resource teachers to provide targeted pullout services, small group instruction, and reading intervention to students struggling to achieve grade-level standards at Fremont Primary School and Bill Young Jr. Middle School.	\$0.00	Yes
2.4	Mathematics Professional Development - Travel and Conferences and/or Consulting Fees	<p>CUSD will retain professional development, travel, and conference or consulting services to support supplemental Mathematics professional development to increase certificated and classified staff understanding of standards-aligned instruction, state Mathematics accountability measures, and strategies to support student achievement in the classroom and accountability measures to improve the outcomes for unduplicated pupils at Calipatria High School, Grace Smith School, and Bill Young Jr. Middle School.</p> <p>Fees for substitutes will be included to support this action. Depending on the identified need(s), the action may be implemented by contacting an outside entity to provide professional development, travel to attend a conference, or other professional development may be created using an internal capacity. Fees also included in this action will consist of materials and supplies for in-house training and substitutes.</p>	\$55,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.5	Supplemental Mathematics Staffing	CUSD will reorganize the instructional day and capture and align the excessive instructional minutes within the master schedules to provide additional focused supplemental mathematics instruction across Grades 1-6. The additional time will allow students to engage in supplemental math activities, including direct instruction and individualized instruction with the use of mathematics intervention programs.	\$235,861.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Calipatria Unified School District will annually increase student achievement for English Language Learners as evidenced by student performance on state and local measures.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Calipatria Unified School District is steadfast in its commitment to improving outcomes for English Language Learners. We aim to help them gain English fluency and meet grade-level standards in English Language Arts, Mathematics, and English Language Development. We also aim to enhance their college and career readiness. English Language Arts, Mathematics, and English Language Development standards, in addition to improving college and career readiness outcomes. English language learners comprise 32.4% of the student population, as the 2024 CALPADS report reported. The English Learner Progress Indicator (ELPI) identifies the English language performance of English learners in the Summative English Language Proficiency Assessments for California (ELPAC). As per the 2023 English Learner Progress Indicator (ELPI):

Out of these 336 English learners:

- 45.3% of English learners progressed at least 1 English Learner Progress Indicator level
- 5% of English learners maintained English Learner Progress Indicator level 4
- 29.5% of English learners maintained English Learner Progress Indicator levels 1, 2 low, 2 high, 3 low, and 3 high (combined)
- 20.1% of English learners decreased at least 1 English Learner Progress Indicator level

Each Domain Level is identified as beginning, moderate, and developed. The following information shows the performance of all 302 English learners performed under each domain.

Listening Domain

- Beginning to Develop Level 18.86 %
- Somewhat/Moderate Level 62.87%
- Well Developed Level 18.26%

Speaking Domain

- Beginning to Develop Level 17.96 %

- Somewhat/Moderate Level 36.23%
- Well Developed Level 45.81%

Reading Domain

- Beginning to Develop Level 40.42%
- Somewhat/Moderate Level 44.61%
- Well Developed Level 14.97%

Writing Domain

- Beginning to Develop Level 21.56 %
- Somewhat/Moderate Level 67.07%
- Well Developed Level 11.38%

While anticipating struggling with learning loss outcomes, Calipatria USD is committed to improving support for unduplicated students. The district firmly believes that with the right strategies and support, significant improvements in learning outcomes are not only possible but also within reach. CUSD's broad goal for English learners is to increase individual progress on English fluency and student achievement on state accountability measures and district benchmarks. The district recognizes that the achievement of English learners requires additional support through extended learning time, smaller classroom learning environments, and effective differentiated instructional strategies to increase access for English learners to the core. Supplemental instructional supports are essential to closing the achievement gap and improving overall California School Dashboard outcomes in ELA and Mathematics. Staff providing instructional services to English Learners need increased training on student engagement, technology resources, and assessment standards to improve the language acquisition program and the overall learning environment for English Learners. CUSD recognizes the shift in the frameworks and standards for English Language Development (ELD) and needs to ensure the instructional staff providing Integrated and Designated ELD develop a strong understanding of how to align their courses to the shift and ensure adequate instructional supports and strategies to engage English Learners throughout the school day. Calipatria USD will propose to address Priority 2 Implementation of State Standards, Priority 4 Pupil Achievement, Priority 7 Course Access, and Priority 8 Other Pupil Outcomes with actions for this goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	A. California School Dashboard Performance Level in English Language Arts for English	A. Fall 2023 California School Dashboard Performance Levels for English Learner			A. CUSD will achieve no less than a Yellow performance for English Language	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	<p>Learners</p> <p>CUSD will achieve no less than a Yellow performance for English Language Learners in English Language Arts and English Language Arts.</p> <p>In lieu, see Metric C outcomes: English Learner fluency progress</p> <p>Blue is Very High Green is High Yellow is Medium Orange is Low Red is Very Low</p>	<p>English Language Arts</p> <ul style="list-style-type: none"> • CUSD, Red • Bill Young, Red • Calipatria High, No Performance Color • Fremont, Red • Grace Smith, No Performance Color <p>Mathematics</p> <ul style="list-style-type: none"> • CUSD, Orange • Bill Young, Orange • Calipatria High, No Performance Color • Fremont, Yellow • Grace Smith, No Performance Color 			Learners in ELA and Math.	
3.2	B. California School Dashboard Average Distance from Standard for English Learners	B. Fall 2023 California School Dashboard Average Distance From Standard for English Learners			B. CUSD will have attained a positive growth in distance from standard across	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	<p>CUSD will annually improve the average distance from standard across all schools for English Language Learners in ELA and Math.</p> <p>In lieu, see Metric C outcomes: English Learner fluency progress</p>	<p>English Language Arts</p> <ul style="list-style-type: none"> • CUSD, -76.8 • Bill Young, -86 • Calipatria High, -39 • Fremont, -72.3 • Grace Smith, No Performance Color <p>Mathematics</p> <ul style="list-style-type: none"> • CUSD, -100 • Bill Young, -112.6 • Calipatria High, -122.9 • Fremont, -47 • Grace Smith, No Performance Color 			all schools for English Language Learners in ELA and Math.	
3.3	<p>C. California School Dashboard English Learner Progress</p> <p>CUSD and each school site will annually increase number of students scoring in green and blue levels on</p>	<p>C. Fall 2023 California School Dashboard English Learner Progress</p> <ul style="list-style-type: none"> • CUSD, 50%, Orange • Bill Young, 66.7%, Blue 			C. 100% of all CUSD schools will have met High or Very High progress.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	<p>the percentage of English Language Learners making progress towards English Language Proficiency.</p> <p>CUSD will annually improve the percentage of English Language Learners meeting Proficient Level 4 performance on the Summative ELPAC.</p>	<ul style="list-style-type: none"> • Calipatria High, 28.8%, Red • Fremont, 48.2, Green • Grace Smith, No Performance Color 				
3.4	<p>D. CUSD Local Data Long Term English Learners (LTEL) Reclassification</p> <p>CUSD will increase the percentage of students meeting fluency and exiting the English Learner program as evidenced by the decrease in percentage of LTEL students. Data Quest</p>	<p>D. CUSD Local Data LTEL (6+ years)</p> <p>2023-2024 -Ellevation 41%</p> <p>2022-2023 Data Quest 39.8%</p>			D. CUSD will have improved LTEL percentage to 15%.	
3.5	E. CUSD Local Data CALPADS Fall 1	E. 2023-2024 Fall 1- CALPADS			E. CUSD will attain 15%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Redesignated FEP (RFEP) Counts CUSD will increase the percentage of RFEP students reported in CALPADS Fall 1.	2.9 English Language Acquisition Status Report RFEP 42.43%			of students identified for RFEP designation.	

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	Certificated Teaching Staff to support English Language	CUSD will provide additional staffing to support English Language fluency achievement, including expanding course offerings for master schedule flexibility, class size reduction strategies, and extended learning	\$91,781.00	Yes

Action #	Title	Description	Total Funds	Contributing
	Development.	opportunities at Bill Young Jr. Middle School and Calipatria High School. Extended learning will provide 20 hours of instructional services for English Learners, including Long-Term English Learners (LTELs), to supplement the language acquisition program.		
3.2	Classified paraprofessionals instructional aides for English Learners.	CUSD will provide instructional support to the classroom learning environment with paraprofessional instructional aides during the regular school year and summer services to provide small group instruction and intervention services. Instructional aides will support Newcomers and Long-Term English learners and provide additional language acquisition instructional support for English Language Development.	\$153,377.00	Yes
3.3	English Learners Professional Development - Travel and Conferences and/or Consulting Fees	<p>CUSD will retain professional development, travel, and conference, or consulting services to support supplemental English Learners professional development to increase certificated and classified staff understanding of standards-aligned instruction, state English Language Proficiency Assessments for California (ELPAC), and English Language Performance Indicator (ELPI) accountability measures, and strategies to support student achievement in the classroom and accountability measures to improve the outcomes for unduplicated pupils at Calipatria High School, Grace Smith School, and Bill Young Jr. Middle School. The goal is to enhance the delivery of the English language acquisition program, increase the acquisition of English, improve standards-aligned instruction, and improve designated and integrated English Language Development instruction for English learners, including Long Term English Learners (LTELs).</p> <p>Fees for substitutes will be included to support this action. Depending on the identified need(s), the action may be implemented by contacting an outside entity to provide professional development, travel to attend a conference, or other professional development may be created using an internal capacity. Fees also included in this action will consist of materials and supplies for in-house training and substitutes.</p>	\$56,376.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.4	English Learner Supplemental Instructional Materials and Supplies.	CUSD will provide additional supplemental instructional materials and supplies to support English Language Development (ELD) instruction during the regular school year and extended learning opportunities for integrated and designated instructional services as part of the English acquisition program services.	\$18,000.00	Yes
3.5	Certificated and Classified for English Learner Collaboration.	Calipatria USD will engage certificated and classified in peer collaboration to address curriculum alignment and learning loss for English Learners, support the increase of student language acquisition, and give English learners, including Long-Term English Learners (LTELs), access to a broad course of study and the language acquisition program in both integrated and designated English Language Development.	\$12,317.00	Yes
3.6	Improving Academic Vocabulary and English Learners Professional Development.	CUSD will improve the quality of district-provided professional development and consulting services in academic vocabulary and language instruction by establishing a monthly virtual professional development format for all staff to engage with. The goal is to improve the educational progress of English Language Learners, including Long-Term English Learners (LTELs), on state SBAC and ELPAC outcomes and the acquisition of English fluency. District, site administrators, and resource teachers will collaborate to develop the monthly video series.	\$0.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Calipatria Unified School District will provide diverse learning opportunities for students to achieve a high school diploma and post-secondary college and career readiness.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning) Priority 3: Parental Involvement (Engagement) Priority 4: Pupil Achievement (Pupil Outcomes) Priority 5: Pupil Engagement (Engagement) Priority 6: School Climate (Engagement) Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

<p>Calipatria Unified School District will focus on maintaining a positive learning environment with increased opportunities to provide high-quality instruction and counseling, a safe learning environment, and a diverse student learning experience. Students and parent engagement activities will aim to positively impact outcomes in state accountability measures, including Graduation rates, Chronic Absenteeism rates, Suspension rates, and College and Career indicators. Student progress on California's accountability measures is moving slowly regarding improvement. Outcomes for unduplicated pupils, including Students with Disabilities, fall significantly below standards. Regarding chronic absenteeism in kindergarten through grade 8, 40.9% of students were chronically absent in the 2022-2023 school year. The following student groups showed a performance of very high chronic absenteeism:</p> <p>African American - 40% Students with Disabilities - 58.7% English Learners - 47.2% Socioeconomically Disadvantaged - 42.8% White - 34.5% Hispanic - 41.3% Foster Youth - 22.2%</p> <p>Calipatria USD anticipates struggling with learning loss outcomes and re-engagement with the learning environment and will seek to improve support for unduplicated students. Calipatria USD ensures that every pupil has sufficient access to standards-aligned instructional materials. The 2022-2023 Data Quest Results identify graduation rate data; however, 97.8% of 91 high school students graduated with a high school diploma. Socioeconomically disadvantaged students and students with disabilities are identified at the high-performance level. English learners and Hispanic or Latino students are identified as highly high-performance. Thirty-one students met the UC/CSU requirements; four</p>
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earned a Seal of Biliteracy, and 23 earned a Golden State Merit Diploma. The Suspension Rate Indicators for Calipatria Unified School District, as indicated in the 2022-2023 Data Quest report, was 6.9%, translating into 131 total suspensions. Calipatria USD's broad Goal is to provide a diverse learning environment to improve the overall instructional program and increase student achievement on state accountability measures and local district indicators. The district recognizes the achievement of English Learners, low-income, and foster youth requires additional support through extended learning time, expanded master schedule flexibility, smaller classroom learning environments, and a supportive and safe learning environment to increase access and engagement for English Learners, low-income, and foster youth. Supplemental student-centered support is essential to engage students. Supplemental staff addressed student engagement, attendance, social and emotional learning, and counseling. Additional guidance is needed to provide further outreach and resources to students. As this broad Goal captures the entire learning environment, the district recognizes the need to ensure the expansion and access to all services provided by the district through increased and focused activities to support English Learners, low-income, and foster youth. The district goal is to ensure all students have access to a broad course of study and preparedness for post-secondary college and career opportunities. Calipatria USD will propose to address Priority 1 Basics, Priority 3 Parent Involvement and Family Engagement, Priority 4 Pupil, Calipatria USD is resolute in its proposal to address Priority 1 Basics, Priority 3 Parent Involvement and Family Engagement, Priority 4 Pupil achievement, Priority 5 Pupil Engagement, Priority 6 School Climate, and Priority 7 Course Access. We are confident that with these actions, we will continue to enhance the learning environment and provide our students with the best possible opportunities for their Future.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	<p>A. California School Dashboard Graduation Rate Indicator CUSD will meet or exceed the Yellow performance level across all groups, and significant subgroups.</p> <p>A. CUSD Graduation Rate CUSD will annually improve the 4-Year Adjusted Graduation rate.</p> <p>Blue is Very High Green is High Yellow is Medium</p>	<p>A. Fall 2022-2023 California School Dashboard Graduation Rate Indicator</p> <ul style="list-style-type: none"> CUSD - Blue, 96.9% English Learners- No Performance Color, 100% Hispanic Blue, 97.8% 			<p>A. 100% of all CUSD groups, and significant subgroups will have achieved or exceeded Yellow performance level.</p> <p>A. CUSD will demonstrate a 95% or better 4-year Adjusted Graduation rate.</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Orange is Low Red is Very Low	<ul style="list-style-type: none"> Socio Economic Disadvantaged - Blue, 97.6% 				
4.2	<p>B. California School Dashboard Chronic Absenteeism Indicator CUSD will meet or exceed the Yellow performance level across all groups, and significant subgroups.</p> <p>Blue is Very High Green is High Yellow is Medium Orange is Low Red is Very Low Baseline</p>	<p>B. Fall 2022-2023 California School Dashboard Chronic Absenteeism Indicator</p> <ul style="list-style-type: none"> CUSD, Orange, 40.9% English Learners, Red, 47.2% Hispanic, Orange, 41.3% Socio Economic Disadvantaged , Orange, 42.8% Students w/Disabilities, Red, 58.7% White, Orange, 34.5% 			<p>B. 100% of all CUSD groups, and significant subgroups will have achieved or exceeded Yellow performance level.</p> <p>B. 100% of CUSD student groups will achieve 5% on the Chronic Absenteeism Rate</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.3	<p>C. California School Dashboard Suspension Indicator Indicator CUSD will meet or exceed the Yellow performance level across all groups, and significant subgroups.</p> <p>Blue is Very High Green is High Yellow is Medium Orange is Low Red is Very Low Baseline</p>	<p>C. Fall 2022-2023 California Dashboard Suspension Indicator</p> <ul style="list-style-type: none"> CUSD, Orange, 6.7% English Learners, Red, 7.5% Hispanic, Orange, 6.2% Socio Economic Disadvantaged, Red, 7.3% Students w/Disabilities, Red, 10.3% White, Orange, 5.2% Foster Youth, Orange, 5% 			C. 100% of all CUSD groups, and significant subgroups will have achieved or exceeded Yellow performance level.	
4.4	<p>D. California School Dashboard College and Career Indicator</p> <p>CUSD will annually increase the percentage of students across all groups and significant</p>	<p>D. Fall 2023-2024 California School Dashboard College and Career Indicator</p> <ul style="list-style-type: none"> CUSD, Medium, 39.6% 			D. 100% of all CUSD groups and significant subgroups will have a positive 3-year growth	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	<p>subgroups as prepared on the College and Career Indicator.</p> <p>Blue is Very High Green is High Yellow is Medium Orange is Low Red is Very Low Baseline</p>	<ul style="list-style-type: none"> English Learners, No Performance Level, 12.5% Hispanic, Medium, 40.7% Socio Economic Disadvantaged , Low, 32.9% Students w/Disabilities, No Performance Level, 0% White, No Performance Level, No Data Available 			trend in percentage of students prepared on the College and Career Indicator.	
4.5	<p>E. California School Dashboard Local Indicator Basics: Teachers and Instructional Materials</p> <p>CUSD will annually maintain status of MET across both criteria as</p>	<p>E. June 2023-2024 Local Indicator Report Basics Misassignment of</p> <p>Total Full-Time Equivalent 62.2</p>			E. CUSD will have zero number or 0% of findings for Misassignment of Teachers and Instructional Materials.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	identified by zero number or 0% of findings. Fully Credential Teachers Data	Clear Credentials 89.5% Comparison to Statewide Average, Above Students without access to own copies of instructional materials: 0, 0%			on the Basics Local Indicator.	
4.6	F. CUSD Local Data Advanced Placement Passing Rate CUSD will annually increase the percentage of students achieving a passing score of 3 or higher.	F. June 2023-2024 College Board Advanced Placement Data CUSD Overall AP, Number of students, Percentage Passing CUSD English Language Composition Number of Students Taking AP Language =16 Number of Students Passing = 4 Percentage Passing = 25% CUSD Spanish Language Number of Students Taking AP Spanish =15			F.50% of Total Advanced Placement students will have achieved a passing score of 3 or higher.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>Number of Students Passing = 14 Percentage Passing = 93.3%</p> <p>CUSD Statistics Number of Students Taking AP Statistics =18 Number of Students Passing = 2 Percentage Passing = 11.1%</p> <p>CUSD US History Number of Students Taking AP History =21 Number of Students Passing = 3 Percentage Passing = 14.3%</p> <p>CUSD AP Biology Number of Students Taking AP Biology =11 Number of Students Passing = 3 Percentage Passing = 27.3%</p>				
4.7	G. CUSD Local Data Advanced Placement (AP) Course Participation Rates AERIES Analytics Data	G. CUSD Local Data 2023-2024 Advanced Placement (AP) Participation Rates			G. CUSD will have a 3% increase across all groups and subgroups	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	CUSD will improve the participation rates of students taking Advanced Placement courses across the district and subgroups.	<p>G. CUSD Local Data 2023-2024 AP Participation Rates Grade 12</p> <p>CUSD 47% of 51 Gr. 12 % of the 51 demographics EL 9.5% RFEP 11.1% SES 57.9% Hispanic 97.0% Males 41.1% Females 58.9%</p>			participating in Advanced Placement courses.	
4.8	<p>H. CUSD Local Data Course Passing Rates (D/F) Aeries Analytics - A/G Readiness 12th Graders Aeries Analytics</p> <p>CUSD will improve the passing rates (D/F) rates of students completing core at CHS to support CCI and UC/CSU course requirements.</p> <p>Percent of Not Ready = D/F - RED Percent Ready = A-C - Green</p>	<p>H. CUSD Local Data 2023-2024 D/F Rate Aeries Analytics CHS- All, English Learners, Socio Economic Disadvantaged, Students with disabilities</p> <p>All Students Not Ready 56.5 % = 39 Students Ready 43.5 % = 30 Students</p> <p>Hispanic Not Ready 56.3% = 36 Students Ready 43.8% = 28 Students</p>			H. CUSD will achieve a 5% decrease in the percentage of students earning a D/F across all students and the EL, SES, and SWD subgroups	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>Limited English Proficiency Not Ready 71.4% = 10 Students Ready 28.6% = 4 Students</p> <p>Redesignated Not Ready 47.8% = 11 Students Ready 52.2% = 12 Students</p> <p>Socio-Economic Disadvantaged Not Ready 63.5% = 33 Students Ready 36.5% = 19 Students</p>				
4.9	I. CUSD Local Data Middle and High School Dropout rates CUSD will maintain less than 2% annual dropout rate for Bill E. Young Middle School and Calipatria High School programs, and across all significant subgroups.	<p>I. CUSD Local Data 2023-2024 Fall 1 Data - CALPADS 1.12 Dropouts Count Disaggregated</p> <p>Bill E. Young Middle School</p> <p>School - 3 students Hispanics - 66.67% White - 33.33%</p> <p>Calipatria High School</p> <p>School - 3 students Hispanics - 66.67%</p>			I. CUSD will maintain less than 2% annual dropout rate for middle and high school programs, and across all significant subgroups.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		White - 33.33%				
4.10	<p>J. CUSD Local Data Gr 12 CCI UC/CSU and CTE Rates</p> <p>CUSD will increase the % of students successfully completing UC/CSU course requirements and CTE course pathways</p>	<p>J. CUSD Local Data 2023-2024 Gr 12 CCI UC/CSU and CTE Rates</p> <p>Gr 12 enrollment CTE Completers UC/CSU Completers</p> <p>Both CTE Pathway and UC/CSU course requirement Completers 10, 11.4%</p> <p>(Metric G), and site master schedules and instructional minutes reporting.</p> <p>CUSD reports 100% of school sites providing and exceeding state instructional minutes as outlined in master schedules.</p> <p>Self Reflection Tool used for this section.</p>			<p>J. CUSD will achieve an annual 3% increase in the percentage of Gr 12 students successfully meeting course completion for a. UC/CSU requirements, b. CTE Pathway Completer status, and c. both CTE Pathway and UC/CSU course requirements.</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.11	K. California School Dashboard Local Indicator Basics: Facilities	K. California School Dashboard Local Indicator Basics: Facilities Identified incidents of Instances when Facilities Do Not meet the "Good Repair" Reported per FIT analysis Dec 2024 Fremont Primary Elementary Good Grace Smith School Good Bill Young Middle School Good Calipatria High School Good			K. CUSD will annually maintain a status of MET for Facilities.	
4.12	L. California School Dashboard Local Indicator Priority 7 Access to Broad Course of Study CUSD will have Met Access to Broad Course of Study.	L. California School Dashboard Spring 2024 Local Indicator Priority 7 Access to Broad Course of Study - Self Reflection Tool CUSD will establish baseline data as reported in Goal 4 College and Career Indicator (Metric D), CTE completer rates (Metric L), UC/CSU completers (Metric L), Advanced Placement participation rates (Metric G), and site master schedules and			L. CUSD will have Met Access to Broad Course of Study as reported on the Local Indicator Priority 7 Access to Broad Course of Study.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>instructional minutes reporting.</p> <p>CUSD reports 100% of school sites providing and exceeding state instructional minutes as outlined in master schedules.</p>				
4.13	M. CUSD Local Data LEA and LCAP Parent Survey CUSD will annually improve the percentage of parents reporting Strongly Agree and Agree that their child is receiving instruction that will prepare them to meet state standards and prepare them for college and career readiness.	<p>M. CUSD Local Data 2023-2024 LEA and LCAP Parent Survey Results</p> <p>Participation 87 responses</p> <p>Percentage of Agreement 74.7%</p>			M. CUSD will have 85% of parents reporting Strongly Agree or Agree that their child is receiving instruction to meet state standards and CCI readiness as measured on the LEA and LCAP Parent Survey.	
4.14	N. CUSD Local Data Attendance Percent (Chronic Absenteeism	N. CUSD Local Data Average Daily Attendance 2023-2024			N. CUSD Local Data Attendance	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	versus non Chronic) Aeries Analytics	<p>Grace Smith School All Students Non- Chronic 87.9 % =51 Students Chronic 12.1%= 7 Students</p> <p>Hispanic Non- Chronic 88.6 % =39 Students Chronic 11.4%= 5 Students</p> <p>English Learners Non- Chronic 93.8 % =15 Students Chronic 6.3%= 1 Students</p> <p>Socio-Econimic Disadvantaged Non- Chronic 86.5% = 45 Students Chronic 13.5%= 7 Students</p> <p>Fremont Primary All Students Non- Chronic 74.4 % = 250 Students Chronic 25.6%= 86 Students</p> <p>Hispanic</p>			Percent (Chronic Absenteeism versus non Chronic) Aeries Analytics - will increase non chronic absenteeism by 0.3% across all sites.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>Non- Chronic 75.5 % = 237 Students Chronic 24.5%= 77 Students</p> <p>English Learners Non- Chronic 72.2 % = 83 Students Chronic 27.8%= 32 Students</p> <p>Socio-Econimic Disadvantaged Non- Chronic 74.7% = 215 Students Chronic 25.3%= 72 Students</p> <p>Bill Young Middle School</p> <p>All Students Non- Chronic 77 % =258 Students Chronic 23%= 77 Students</p> <p>Hispanic Non- Chronic 78.4 % = 239 Students Chronic 21.6%= 66 Students</p> <p>English Learners Non- Chronic 76. % = 73 Students</p>				

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>Chronic 24%= 23 Students</p> <p>Socio-Econimic Disadvantaged Non- Chronic 75.3% = 46 Students</p> <p>Chronic 24.7%= 74 Students</p> <p>Calipatria High School All Students Non- Chronic 70.1 % = 235 Students</p> <p>Chronic 29.9%= 100 Students</p> <p>Hispanic Non- Chronic 71.6 % = 214 Students</p> <p>Chronic 28.4%= 85 Students</p> <p>English Learners Non- Chronic 61.6 % = 45 Students</p> <p>Chronic 38.4%= 28 Students</p> <p>Socio-Econimic Disadvantaged Non- Chronic 69.1% = 186 Students</p> <p>Chronic 30.9%= 83 Students</p>				

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

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Certificated Pupil Personnel Services (PPS) Counseling Services.	CUSD will provide supplemental counseling services to support student and parent engagement to increase student graduation rates, improve attendance data rates, and ensure students will be prepared for College and Career outcomes, including advanced coursework, Dual Enrollment, Career Technical Pathways, and Golden State Diploma and Seal of Biliteracy criteria.	\$289,080.00	Yes

Action #	Title	Description	Total Funds	Contributing
4.2	Certificated Career Technical Education (CTE) Staff.	CUSD will expand CTE program pathways and provide additional CTE-certificated instructional staff to support the completion of the College and Career Indicator and improve its outcomes for unduplicated pupils, including students with disabilities.	\$100,470.00	Yes
4.3	Classified Support Staff for Attendance.	CUSD will focus attendance improvement with office support staff to increase student recognition, home visits, parent engagement activities, and targeted interventions to engage unduplicated pupils, including students with disabilities and improve graduation rate, suspension rate, and chronic absenteeism rate at Calipatria High School, Grace Smith School, Bill Young Jr. Middle School, and Fremont Primary School.	\$190,549.00	Yes
4.4	Certificated Extended Learning Staff.	CUSD will support certificated staffing to provide additional after-school, summer school, and extended-day learning opportunities for students struggling to meet grade-level standards, credit accrual, or state accountability measures. Instructional services will prioritize the successful completion of the coursework necessary for improving College and Career Indicator outcomes and afford unduplicated pupils access to additional services and resources.	\$110,429.00	Yes
4.5	Classified Staffing for Safe Schools.	CUSD will increase access to district services and safe schools for student and parents with increased operations staff to support district safety needs, extended day activities, and supplemental student and parent engagement events. Additional staffing expands access to school facilities for student and family services for unduplicated pupils across the district.	\$383,696.00	Yes
4.6	Classified Staffing for Transportation	CUSD will provide additional transportation services to increase home-to-school services, educational field trip (s), and extracurricular (leadership/athletics) field trips. This will provide access to district and school-site instructional programs and services during regular, summer, and extended-day learning opportunities for low-income English Learners,	\$142,534.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Special Education, Migrant, Reclassified Fluent English Proficient, and Foster/Homeless Youth.		
4.7	Classified Staffing for Technology.	Calipatria Unified will provide additional technology staff to support technology services for students and staff. Technology staff will provide technical support services to support access to technology tools, networking support, and Google platform access.	\$124,431.00	Yes
4.8	Supplemental Instructional Materials and Resources Small Group Intervention.	CUSD will acquire supplemental standards-aligned/literacy materials and teacher resources to provide small group intervention, additional practice in essential skills, access to enrichment activities, and digital resources for unduplicated pupils.	\$198,000.00	Yes
4.9	Technology Tools and Non Capitalized Equipment.	CUSD will provide additional technology tools for students to access high-quality instruction in the classroom and extended learning opportunities. By upgrading and acquiring technology devices and supplemental technology tools, CUSD will improve the classroom environment.	\$135,000.00	Yes
4.10	Supplemental Materials and Supplies for Universal Access.	CUSD will provide additional supplemental materials and supplies to support high-quality instruction and increase access to standards-based instruction across the curriculum for unduplicated students, including students with disabilities. Instructional materials will address universal access and afford differentiated instruction for students. In addition, software programs and applications will be purchased to enhance instructional delivery options so that unduplicated students can access the core and receive additional supplemental services.	\$30,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
4.11	Materials and Supplies for Extended Learning.	CUSD will provide supplemental supplies, including snacks, incentives, and recognition, to support extended-day learning activities for unduplicated pupils, which will increase student achievement and engagement with the learning environment.	\$130,000.00	Yes
4.12	Supplemental Travel, Conference, and Local Professional Development for Student and Family Engagement.	<p>CUSD will support travel, conference, in-house professional development, or local conferences professional development expenses to enhance staff awareness of parent involvement and family engagement, attendance improvement, and social-emotional support strategies. Pupil Personnel Services staff will participate in training to improve counseling and guidance services, including college and career awareness, trauma-informed practices, and multi-tiered support systems. Administrators will train on trauma-informed practices, attendance improvement, and student engagement. Some of these learning experiences will be provided locally as part of a virtual professional development, or we will bring presenters to our district. We will cover materials and supplies under this action. Budgeted expenses for this action will also meet the need for substitutes for classified and certificated staff participating in these learning activities and stipends if activities are after contract hours as specified in CSEA and CUTA contracts. These opportunities will be available during the regular school day and after contract hours.</p> <p>CUSD is dedicated to providing an enriched and engaged learning environment by expanding music, visual and performing arts, physical education and dance, health, and social-emotional well-being into the learning environment and school campus. To ensure the successful implementation of this initiative, we will partner with experienced consultants who will provide professional development and ongoing support. This collaboration will enhance the quality of our programs and contribute to our students' overall well-being.</p>	\$92,845.00	Yes
4.13	Supplemental Physical Education Instruction -	CUSD will provide individualized and small-group supplemental instruction to support students who are struggling to meet Physical Education (PE) standards. The main objective is to increase Physical Fitness Testing	\$44,800.00	Yes

Action #	Title	Description	Total Funds	Contributing
	Classified Physical Education Support Staff.	results and help students pass high school PE requirements and earn their high school diploma.		
4.14	Certificated Staffing to support Attendance and Student Engagement	CUSD will engage certificated staff to conduct home visits and address attendance and student engagement site strategies. Staff will collaborate with the district attendance committee to support district-wide attendance improvement initiatives. Staffing services will provide 40 hours of extra duty support per school site.	\$4,994.00	Yes
4.15	Enrichment Materials and Supplies.	CUSD will purchase materials and supplies to provide an enriched and engaged learning environment. These materials and supplies will support expanding music, visual and performing arts, physical education and dance, health, and social and emotional well-being into the learning environment and school campus.	\$115,476.00	Yes
4.16	Certificated Staffing for Expanding Course of Study.	CUSD will provide flexibility in the master schedules at Bill Young and Calipatria High School to increase and expand the offerings of courses for English Learners, low-income and foster youth to have multiple pathways to achieve College and Career indicator success and complete annual promotion criteria in coursework and credit accrual.	\$360,618.00	Yes
4.17	Classified Extended Learning Staff	CUSD will support classified staffing to provide additional after-school, summer, and extended day learning opportunities for students struggling to meet grade-level standards, credit accrual, or state accountability measures. Instructional services will prioritize the successful completion of the coursework necessary for improving College and Career Indicator outcomes and afford unduplicated pupils access to additional services and resources.	\$68,662.00	Yes

Action #	Title	Description	Total Funds	Contributing

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	Calipatria Unified School District will increase educational partners engagement across district programs and services.	Broad Goal

State Priorities addressed by this goal.

Priority 2: State Standards (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Calipatria Unified School District (CUSD) will focus on district-level support to address stakeholder engagement and satisfaction with district programs and services. CUSD continues to receive an overall positive response on satisfaction with student progress and parent involvement, as reported by district survey results. CUSD state Priority 3 Parent Engagement reflection indicates educational partners evaluate the district at Full Implementation across the three dimensions. CUSD staff indicates the district has successfully supported the implementation of standards-based instruction, as reported in Priority 2 Implementation of State Standards. The CUSD Priority 6 climate survey results and the California Healthy Kids Survey are reported. Additional data analysis will occur in Fall 2023, as the results were received in mid-June 2023. CUSD will support student climate and the improvement of pupil suspension and expulsion rates.

Based on the 2023 California School Dashboard Data, the following information was reported:

Bill E. Young Middle School Suspension Rate status is identified as Medium Performance - (2022-2023 Suspension Rate - Middle School-Indicator)

- English learners, Orange, Medium Performance, 10.4%
- Socioeconomically Disadvantaged, Orange, Medium Performance, 11.3%
- Students with Disabilities, Red, Very Low Performance, 18.6%
- Hispanic, Orange, Medium Performance, 10.1%

Calipatria High School Suspension Rate status is identified as Very Low Performance - (2022-2023 Suspension Rate - Middle School-Indicator)

- English learners, Red, Very Low Performance, 17.1%
- Socioeconomically Disadvantaged, Red, Very Low Performance, 12.3%
- Students with Disabilities, Red, Very Low Performance, 14%

- Hispanic, Red, Very Low Performance, 9.6%

Fremont Primary School Suspension Rate status is identified as High Performance - (2022-2023 Suspension Rate - Middle School- Indicator)

- English learners, Blue, Very High Performance, 0.0%
- Socioeconomically Disadvantaged, Green, High Performance, 0.3%
- Students with Disabilities, Blue, Very High Performance, 0.0%
- Hispanic, Green, High Performance, 0.3%

Grace Smith Elementary Suspension Rate status is identified as Medium Performance - (2022-2023 Suspension Rate - Middle School- Indicator)

- English learners, No Performance Color, 0.0%
- Socioeconomically Disadvantaged, Orange, Medium Performance, 2.6%
- Students with Disabilities, No Data Reported
- Hispanic, Green, High Performance, 1.7%

Calipatria USD's broad goal is to increase stakeholder engagement and ensure a unified approach to improving district services for all students, especially students and families of English learners, low-income students, and foster youth. The district wants to continue building upon the relationships established through the services in the prior LCAP and increasing opportunities to provide additional services and resources to students and families. The district also needs to continue building staff awareness and engagement strategies to impact student achievement and, more importantly, student engagement.

Calipatria USD will propose to address Priority 2 Implementation of State Standards, Priority 3 Parent Involvement and Family Engagement, and Priority 6 School Climate with actions for this goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	A. CUSD Local Data 2022-2023 Local Indicator Priority 3 Parent and Family	A. CUSD Local Data Spring 2022-2023 Local Indicator Priority 3 Parent and Family			A. CUSD will achieve 5 across all three parts of the Priority 3 Parent	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Engagement Reflection Tool CUSD will achieve Met for Priority 3 Parent and Family Engagement.	Engagement Reflection Tool Standard Met Building Relationships 4.5 Building Partnerships 4 Seeking Input 4			and Family Engagement Reflection Tool.	
5.2	B. CUSD Local Data Local Indicator Priority 6 School Climate, California Healthy Kids Survey	B. CUSD Local Data Local Indicator Priority 6 School Climate, California Healthy Kids Survey 2022-2023 California Healthy Kids Survey Results The percentage of students that feel very safe at school - School Safety and Cyberbullying Grade 4 - Female 72% Male 71% Grade 7- 47% Grade 9 - 45% Grade 11 - 78%			B. CUSD will achieve 85% or better across all grade levels in the 2 school climate measures evaluated on the survey.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>The percentage of students that report high levels of school connectedness - School Environment, School Connectedness, and Academic Motivation</p> <p>Grade 4 - Female 75% Male 79%</p> <p>Grade 7- 57%</p> <p>Grade 9 - 48%</p> <p>Grade 11 - 71%</p>				
5.3	<p>C. CUSD Local Data Local Indicator Priority 2 Implementation of State Academic Standards Reflection Tool CUSD will annually increase staff participation in the Priority 2 survey.</p> <p>CUSD will increase full implementation and sustainability.</p> <p>Rating Scale 1. Exploration and Research Phase 2. Beginning Development</p>	<p>C. State Academic Standards Reflection Tool Participation</p> <p>2023-2024 Staff Survey 35 of 66 staff, 53%</p> <p># of Implementation of State Academic Content Standards meeting -</p> <p>1. 4 Full Implementation 2. 4 Full Implementation 3. 4 Full Implementation 4. 4 Full Implementation 5. 4 Full Implementation 6. 4 Full Implementation</p>			<p>C. CUSD will achieve 95% staff participation and achieve full implementation in 3 content standards area under each reflection tool question.</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	3. Initial Implementation 4. Full Implementation 5. Full Implementation and Sustainability					
5.4	<p>D. CUSD Local Data LEA and LCAP Parent Survey CUSD will annually increase parent participation on the LEA and LCAP Parent Survey</p> <p>CUSD will annually increase the percentage of parents reporting Strongly Agree and Agree in each of the nine survey items.</p>	<p>D. CUSD Local Data 2023-2024 LEA and LCAP Parent Survey Results Participation</p> <p>87 responses</p> <p>Satisfaction Percentage</p> <p>1. Receiving instruction to meet state standards 66.6%</p> <p>2. Access to instructional materials and technology 81.6%</p> <p>3. Engagement opportunities 61.6%</p> <p>4. Parent Teacher Student Relationship 78.2%</p> <p>5. School Facilities 78.1%</p> <p>6. Home to school communication 79.3%</p>			<p>D. CUSD will achieve 50% parent participation and 80% or higher satisfaction across each survey item.</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		7. Promotes attendance to school 89.7% 8. Seeks parent input 74.7% 9. Safe and caring learning environment 75.8%				
5.5	E. CUSD Local Data Suspension - California Schools Dashboard CUSD will maintain suspension rates lower than county and state rates across all significant subgroups. Blue is Very High Green is High Yellow is Medium Orange is Low Red is Very Low	E. CUSD Local Data 2022-2023 Suspension Data California Schools Dashboard Percentage Suspended at Least One Day Calipatria USD, 6.9% <ul style="list-style-type: none"> African American, Red, 17.9% English Learners, Red, 7.5% Socioeconomically Disadvantaged, Red, 7.3% Students with Disabilities, Red, 10.3% Foster Youth, Orange, 5% 			E. CUSD will maintain suspension rates lower than county and state rates across all significant subgroups.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<ul style="list-style-type: none"> Hispanic, Orange, 6.2% White, Orange, 5.2% <p>Calipatria High School</p> <ul style="list-style-type: none"> English Learners, Red, 17.1% Socioeconomically Disadvantaged, Red, 12.3% Students with Disabilities, Red, 14% Hispanic, Red, 9.6% <p>Bill E Young Middle School</p> <ul style="list-style-type: none"> Students with Disabilities, Red, 18.6% <p>Data Quest 2022-2023 Suspension Data Imperial County, 4.5 %</p>				
5.6		F. CUSD Local Data				

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	F. CUSD Local Data Expulsion Data - Data Quest CUSD will maintain expulsion rates lower than county and state rates.	2022-2023 Expulsion Data - Data Quest Expulsion Rates All 0.3% Imperial County All 0.1% State of California All 0.1%			F. CUSD will maintain expulsion rates lower than county and state rates.	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	Certificated Centralized Services Administrative Staff.	CUSD will provide centralized services staffing to coordinate student and parent engagement activities and provide staff training, both certificated and classified, to address student outcomes for unduplicated pupils outlined in the LCAP. Staff will provide technical assistance for the site and district-level activities to address suspension and expulsion outcomes and strategies for alternative student support.	\$132,695.00	Yes
5.2	Student Engagement Travel	CUSD will increase student travel for engagement activities to increase participation of students in college and career readiness exploration, school involvement, and intervention activities.	\$52,000.00	Yes
5.3	Certificated Pupil Personnel Services (PPS) School Psychologist Staffing.	CUSD will support the mental health, behavioral, and academic intervention services for unduplicated students through targeted group and individual counseling services provided by a Fremont and Grace Smith school psychologist.	\$62,023.00	Yes
5.4	Classified Resource Technician Staff.	CUSD will maintain supplemental staffing to support student and parent engagement activities. District resource staff will provide increased services to three school sites, including parent contacts, targeted attendance interventions, home visits, and assessment support for unduplicated pupils.	\$47,731.00	Yes
5.5	Contracted Health Services.	CUSD will provide health aide services to promote positive and regular school attendance. The health aide will provide consulting services for students, parents, and families with health-related issues impacting educational progress. The health aide is additional staffing to support the contracted Nursing services with the Imperial County Office of Education. CUSD will provide additional health services to increase on-site services across the district and district telehealth contracted services.	\$100,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
5.6	Parent Engagement Materials and Supplies.	CUSD will purchase materials and supplies to support parent engagement activities across the district and, in collaboration with community agencies, increase parent and family engagement of students at Calipatria High School, Fremont Primary School, Grace Smith School, and Bill Young Jr. Middle School.	\$9,000.00	Yes
5.7	Student Engagement Materials and Supplies.	CUSD will purchase materials and supplies to support student activities and increase student engagement, including incentives and recognition, for unduplicated pupils.	\$29,000.00	Yes
5.8	Professional Consulting Services	CUSD will add professional consulting services to increase staff support and address school climate improvement strategies. Reinforcement of targeted federal and state laws impacting student outcomes will be vital to improving staff knowledge and reinforcement of interventions for unduplicated pupils. Acquisition of self-paced consulting services for staff will allow flexibility for staff to engage in site—and classroom-specific needs to target improvement for unduplicated students.	\$87,317.00	Yes
5.9	Consulting and Operating Expenditures.	CUSD will purchase professional consulting and operating expenditures to support annual service and maintenance contracts to monitor, evaluate, and support academic achievement targets for unduplicated pupils. In addition, yearly service and maintenance contracts to support home-to-school communication will be purchased to increase student, parent, and stakeholder engagement. Renaissance Place for academic intervention, Ellevation, AERIES Communications/Analytics for academic interventions and home-to-school communication, and Edlio for home-to-school communication will be maintained.	\$112,073.00	Yes
5.10	Supplemental Equipment	CUSD will increase student access to wireless technology resources, classroom learning environments with enhanced learning tools and seating flexibility, and outdoor engagement and learning spaces to support hands-on learning and exploration. The improvements to the learning	\$440,477.00	Yes

Action #	Title	Description	Total Funds	Contributing
		environment will support stakeholder satisfaction with district services and programs, as addressed in the annual parent survey.		
5.11	Home to School Communication	CUSD will provide additional support for home-to-school communication to support the achievement of unduplicated pupils.	\$6,000.00	Yes
5.12	Professional Development Consulting Travel and Conference Fees	CUSD will provide travel and conference in-house professional development or local conferences for staff to participate in local, regional, and state travel to support improving programs and services for unduplicated pupils addressed in the LCAP. Conference and registration fees, hotel accommodations, travel, and meals. CUSD will provide Professional development opportunities in different versions: (1) locally housed at the district level or other local entities and (2) travel and conference. The determination of what is attended will be on availability and choice. These opportunities will be available for certificate and classified staff. For in-house PD sessions, materials, supplies, salaries for substitutes, and a stipend for activities outside contact hours will be included as part of this action.	\$27,500.00	Yes
5.13	Engagement Strategies Materials and Supplies	CUSD will purchase supplemental materials and supplies to support strategies to improve school climate, pupil engagement, and alternative supports for intervention and discipline. CUSD will use sensory rooms, community service restitution programs, and positive behavior supports. CUSD will use flexible classroom seating options to support the needs of unduplicated pupils.	\$54,000.00	Yes
5.14	School Climate and Safety Supports and Materials.	CUSD will purchase materials and supplies to increase safety supports, including ingress and egress, security monitoring, and student identification, across district sites and programs to increase student engagement on campus and increase outcomes on school climate surveys for unduplicated pupils, including students with disabilities.	\$386,500.00	Yes

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
\$4,729,333	\$604,795

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
39.762%	12.891%	\$1,557,675.90	52.653%

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: Certificated Teaching Staff to support English Language Arts instruction.</p> <p>Need: Calipatria Unified School District will focus on student achievement in English Language Arts (ELA) to afford all students the opportunities for post-secondary success. The 2023</p>	<p>CUSD will provide additional staffing to support English Language Arts achievement, including extra period assignments, class size reduction strategies, and extended learning opportunities.</p> <p>The Schoolwide actions focus on describing the needs of English learners, Foster Youth, and low-income students to provide actions that will help close the achievement gap between them and all students.</p>	<p>A. California School Dashboard English Language Arts Performance Level</p> <p>B. California School Dashboard Average Distance From Standard in English Language Arts</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>English Language Arts Academic Indicator shows the current needs in the area of language arts as our students scored 50.1 points below standard. Our subgroups performed as follows:</p> <ul style="list-style-type: none"> – English Learners performed 76.8 points below standard. – White students performed 22 points below standard. – Socioeconomically Disadvantaged students performed 57.8 points below standard. – Hispanic students performed 51.6 points below standard. <p>Scope: Schoolwide</p>	<p>We expect that the academic achievement rates of Socio-Economic and disadvantaged students, English learners, and Foster Youth will increase significantly as the actions are designed to meet needs most associated with our unduplicated students' language and academic gaps. Because we expect all students with achievement gaps will benefit, these actions are provided Schoolwide.</p>	<p>C. SBAC Summary of Students scoring Standard Met or Exceeded</p> <p>D. CUSD district benchmark reports.</p> <p>E. CUSD ESGI Data Spring 2025 Percentage of Students At/Above 40th Percentile Rank on English Language Arts Foundational Skills</p>
1.2	<p>Action: English Language Arts Supplemental Instructional Materials and Supplies.</p> <p>Need: Calipatria Unified School District will focus on student achievement in English Language Arts (ELA) to afford all students the opportunities for post-secondary success. The 2023 English Language Arts Academic Indicator shows the current needs in the area of language arts as our students scored 50.1 points below standard. Our subgroups performed as follows:</p>	<p>CUSD will provide additional supplemental ELA instructional materials and supplies to support ELA instruction during the regular school year and extended learning opportunities.</p> <p>The LEA-wide actions focus on describing the needs of English learners, Foster Youth, and low-income students to provide actions that will help close the achievement gap between them and all students.</p> <p>We expect that the academic achievement rates of Socio-Economic and disadvantaged students, English learners, and Foster Youth will increase significantly as the actions are designed to meet needs most associated with our</p>	<p>A. California School Dashboard English Language Arts Performance Level</p> <p>B. California School Dashboard Average Distance From Standard in English Language Arts</p> <p>C. SBAC Summary of Students scoring Standard Met or Exceeded</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>– English Learners performed 76.8 points below standard.</p> <p>– White students performed 22 points below standard.</p> <p>– Socioeconomically Disadvantaged students performed 57.8 points below standard.</p> <p>– Hispanic students performed 51.6 points below standard.</p> <p>Scope: LEA-wide</p>	<p>unduplicated students' language and academic gaps. Because we expect that all students with achievement gaps will benefit, however, these actions are provided LEA-wide.</p>	<p>D. CUSD district benchmark reports.</p> <p>E. CUSD ESGI Data Spring 2025 Percentage of Students At/Above 40th Percentile Rank on English Language Arts Foundational Skills</p>
1.3	<p>Action: English Language Arts Professional Development - Travel and Conferences and/or Consulting Fees</p> <p>Need: Calipatria Unified School District will focus on student achievement in English Language Arts (ELA) to afford all students the opportunities for post-secondary success. The 2023 English Language Arts Academic Indicator shows the current needs in the area of language arts as our students scored 50.1 points below standard. Our subgroups performed as follows:</p> <p>– English Learners performed 76.8 points below standard.</p>	<p>CUSD will retain professional development and consulting services to support supplemental ELA professional development to increase certificated staff understanding of standards-aligned instruction, state ELA accountability measures and strategies to support student achievement in the classroom and accountability measures to improve the outcomes for unduplicated pupils at Fremont, Grace Smith, and Bill Young. To support this action, fees for substitutes will be included as part of this action. Depending on the identified need(s), the action will sometimes implemented by contacting an outside entity to provide professional development, and other professional development will be created using the internal capacity. Fees also included in this action will consist of materials and supplies for in-house training and substitutes.</p>	<p>A. California School Dashboard English Language Arts Performance Level</p> <p>B. California School Dashboard Average Distance From Standard in English Language Arts</p> <p>C. SBAC Summary of Students scoring Standard Met or Exceeded</p> <p>D. CUSD district benchmark reports.</p> <p>E. CUSD ESGI Data Spring 2025</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
	<ul style="list-style-type: none"> – White students performed 22 points below standard. – Socioeconomically Disadvantaged students performed 57.8 points below standard. – Hispanic students performed 51.6 points below standard. <p>Scope: Schoolwide</p>	<p>The Schoolwide actions focus on describing the needs of English learners, Foster Youth, and low-income students to provide actions that will help close the achievement gap between them and all students.</p> <p>We expect that the academic achievement rates of Socio-Economic and disadvantaged students, English learners, and Foster Youth will increase significantly as the actions are designed to meet needs most associated with our unduplicated students' language and academic gaps. Because we expect all students with achievement gaps will benefit, these actions are provided Schoolwide.</p>	Percentage of Students At/Above 40th Percentile Rank on English Language Arts Foundational Skills
1.4	<p>Action: Certificated Resource Teachers.</p> <p>Need: Calipatria Unified School District will focus on student achievement in English Language Arts (ELA) to afford all students the opportunities for post-secondary success. The 2023 English Language Arts Academic Indicator shows the current needs in the area of language arts as our students scored 50.1 points below standard. Our subgroups performed as follows:</p> <ul style="list-style-type: none"> – English Learners performed 76.8 points below standard. – White students performed 22 points below standard. 	<p>CUSD will increase instructional support services for English Language Arts intervention by adding 2 Resource teachers to provide targeted pullout services, small group instruction, and reading intervention to students struggling to achieve grade-level standards at Fremont and Bill Young Middle School. Qualitative data will determine ELA intervention services and dose. This supplemental instruction will provide opportunities for students with reading difficulties to receive literacy instruction that closely matches their reading gaps and needs as identified in the data.</p> <p>The Schoolwide actions focus on describing the needs of English learners, Foster Youth, and low-income students to provide actions that will help close the achievement gap between them and all students.</p>	<p>A. California School Dashboard English Language Arts Performance Level</p> <p>B. California School Dashboard Average Distance From Standard in English Language Arts</p> <p>C. SBAC Summary of Students scoring Standard Met or Exceeded</p> <p>D. CUSD district benchmark reports.</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>– Socioeconomically Disadvantaged students performed 57.8 points below standard. – Hispanic students performed 51.6 points below standard.</p> <p>Scope: Schoolwide</p>	<p>We expect that the academic achievement rates of Socio-Economic and disadvantaged students, English learners, and Foster Youth will increase significantly as the actions are designed to meet needs most associated with our unduplicated students' language and academic gaps. Because we expect all students with achievement gaps will benefit, these actions are provided Schoolwide.</p>	<p>E. CUSD ESGI Data Spring 2025 Percentage of Students At/Above 40th Percentile Rank on English Language Arts Foundational Skills</p>
2.1	<p>Action: Certificated Teaching Staff to support Mathematics instruction</p> <p>Need: The 2022-2023 California Dashboard identifies the students current needs in the area of mathematics. This data indicates that all students performed 76.1 points below standard.</p> <p>Our subgroups performed as follows:</p> <p>– English Learners performed 100 points below standard. – White students performed 37.9 points below standard. – Socioeconomically Disadvantaged students performed 84.1 points below standard. – Hispanic students performed 77.5 points below standard.</p> <p>Scope: Schoolwide</p>	<p>CUSD will provide additional staffing to support Mathematics achievement, including extra-period assignments, class size reduction strategies, and extended learning opportunities.</p> <p>The Schoolwide actions focus on describing the needs of English learners, Foster Youth, and low-income students to provide actions that will help close the achievement gap between them and all students.</p> <p>We expect that the academic achievement rates of Socio-Economic and disadvantaged students, English learners, and Foster Youth will increase significantly as the actions are designed to meet needs most associated with our unduplicated students' language and academic gaps. Because we expect all students with achievement gaps will benefit, these actions are provided Schoolwide.</p>	<p>A. California School Dashboard Mathematics Performance Level</p> <p>B. California School Dashboard points below standard in Mathematics.</p> <p>C. SBAC Summary of Students scoring Standard Met or Exceeded -CAASPP Mathematics Portal</p> <p>D. CUSD district benchmark reports Original: CUSD will use Spring 2024 data</p> <p>E. CUSD ESGI Data Spring 2025</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
2.2	<p>Action: Mathematics Supplemental Instructional Materials and Supplies</p> <p>Need: The 2022-2023 California Dashboard identifies the students current needs in the area of mathematics. This data indicates that all students performed 76.1 points below standard.</p> <p>Our subgroups performed as follows:</p> <ul style="list-style-type: none"> – English Learners performed 100 points below standard. – White students performed 37.9 points below standard. – Socioeconomically Disadvantaged students performed 84.1 points below standard. – Hispanic students performed 77.5 points below standard. <p>Scope: LEA-wide</p>	<p>CUSD will provide additional supplemental Mathematics instructional materials and supplies to support mathematics instruction during the regular school year and extended learning opportunities.</p> <p>The LEA-wide actions focus on describing the needs of English learners, Foster Youth, and low-income students to provide actions that will help close the achievement gap between them and all students.</p> <p>We expect that the academic achievement rates of Socio-Economic and disadvantaged students, English learners, and Foster Youth will increase significantly as the actions are designed to meet needs most associated with our unduplicated students' language and academic gaps. Because we expect that all students with achievement gaps will benefit, however, these actions are provided LEA-wide.</p>	<p>A. California School Dashboard Mathematics Performance Level</p> <p>B. California School Dashboard points below standard in Mathematics.</p> <p>C. SBAC Summary of Students scoring Standard Met or Exceeded -CAASPP Mathematics Portal</p> <p>D. CUSD district benchmark reports Original: CUSD will use Spring 2024 data</p> <p>E. CUSD ESGI Data Spring 2025</p>
2.3	<p>Action: Certificated Resource Teachers</p> <p>Need: The 2022-2023 California Dashboard identifies the students current needs in the area of mathematics. This data indicates that all</p>	<p>CUSD will increase instructional support services for Mathematics intervention by adding two resource teachers to provide targeted pullout services, small group instruction, and reading intervention to students struggling to achieve grade-level standards at Fremont Primary School and Bill Young Jr. Middle School.</p>	<p>A. California School Dashboard Mathematics Performance Level</p> <p>B. California School Dashboard points below standard in Mathematics.</p> <p>C. SBAC Summary of Students scoring</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>students performed 76.1 points below standard.</p> <p>Our subgroups performed as follows:</p> <ul style="list-style-type: none"> – English Learners performed 100 points below standard. – White students performed 37.9 points below standard. – Socioeconomically Disadvantaged students performed 84.1 points below standard. – Hispanic students performed 77.5 points below standard. <p>Scope: Schoolwide</p>	<p>The Schoolwide actions focus on describing the needs of English learners, Foster Youth, and low-income students to provide actions that will help close the achievement gap between them and all students.</p> <p>We expect that the academic achievement rates of Socio-Economic and disadvantaged students, English learners, and Foster Youth will increase significantly as the actions are designed to meet needs most associated with our unduplicated students' language and academic gaps. Because we expect all students with achievement gaps will benefit, these actions are provided Schoolwide.</p>	<p>Standard Met or Exceeded -CAASPP Mathematics Portal</p> <p>D. CUSD district benchmark reports Original: CUSD will use Spring 2024 data</p> <p>E. CUSD ESGI Data Spring 2025</p>
2.4	<p>Action: Mathematics Professional Development - Travel and Conferences and/or Consulting Fees</p> <p>Need: The 2022-2023 California Dashboard identifies the students current needs in the area of mathematics. This data indicates that all students performed 76.1 points below standard.</p> <p>Our subgroups performed as follows:</p>	<p>CUSD will retain professional development, travel, and conference or consulting services to support supplemental Mathematics professional development to increase certificated and classified staff understanding of standards-aligned instruction, state Mathematics accountability measures, and strategies to support student achievement in the classroom and accountability measures to improve the outcomes for unduplicated pupils at Calipatria High School, Grace Smith School, and Bill Young Jr. Middle School.</p> <p>Fees for substitutes will be included to support this action. Depending on the identified need(s), the action may be implemented by contacting an outside entity to provide professional development, travel to attend a conference or other professional</p>	<p>A. California School Dashboard Mathematics Performance Level</p> <p>B. California School Dashboard points below standard in Mathematics.</p> <p>C. SBAC Summary of Students scoring Standard Met or Exceeded -CAASPP Mathematics Portal</p> <p>D. CUSD district benchmark reports Original: CUSD will use Spring 2024 data</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
	<ul style="list-style-type: none"> – English Learners performed 100 points below standard. – White students performed 37.9 points below standard. – Socioeconomically Disadvantaged students performed 84.1 points below standard. – Hispanic students performed 77.5 points below standard. <p>Scope: LEA-wide</p>	<p>development may be created using an internal capacity. Fees also included in this action will consist of materials and supplies for in-house training and substitutes.</p> <p>The LEA-wide actions focus on describing the needs of English learners, Foster Youth, and low-income students to provide actions that will help close the achievement gap between them and all students.</p> <p>We expect that the academic achievement rates of Socio-Economic and disadvantaged students, English learners, and Foster Youth will increase significantly as the actions are designed to meet needs most associated with our unduplicated students' language and academic gaps. Because we expect that all students with achievement gaps will benefit, however, these actions are provided LEA-wide.</p>	E. CUSD ESGI Data Spring 2025
2.5	<p>Action: Supplemental Mathematics Staffing</p> <p>Need: The 2022-2023 California Dashboard identifies the students current needs in the area of mathematics. This data indicates that all students performed 76.1 points below standard.</p> <p>Our subgroups performed as follows:</p> <ul style="list-style-type: none"> – English Learners performed 100 points below standard. 	<p>CUSD will reorganize the instructional day and capture and align the excessive instructional minutes within the master schedules to provide additional focused supplemental mathematics instruction across Grades 1-6. The extra time will allow students to engage in supplemental math activities, including direct instruction and individualized instruction using mathematics intervention programs.</p> <p>The Schoolwide actions focus on describing the needs of English learners, Foster Youth, and low-income students to provide actions that will help close the achievement gap between them and all students.</p>	<p>A. California School Dashboard Mathematics Performance Level</p> <p>B. California School Dashboard points below standard in Mathematics.</p> <p>C. SBAC Summary of Students scoring Standard Met or Exceeded -CAASPP Mathematics Portal</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>– White students performed 37.9 points below standard.</p> <p>– Socioeconomically Disadvantaged students performed 84.1 points below standard.</p> <p>– Hispanic students performed 77.5 points below standard.</p> <p>Scope: Schoolwide</p>	<p>We expect that the academic achievement rates of Socio-Economic and disadvantaged students, English learners, and Foster Youth will increase significantly as the actions are designed to meet needs most associated with our unduplicated students' language and academic gaps. Because we expect all students with achievement gaps will benefit, these actions are provided Schoolwide.</p>	<p>D. CUSD district benchmark reports Original: CUSD will use Spring 2024 data</p> <p>E. CUSD ESGI Data Spring 2025</p>
4.1	<p>Action: Certificated Pupil Personnel Services (PPS) Counseling Services.</p> <p>Need: Outcomes for unduplicated pupils fall significantly below standards. Regarding chronic absenteeism in kindergarten through grade 8, 40.9% of students were chronically absent in the 2022-2023 school year. The following student groups showed a performance of very high chronic absenteeism:</p> <p>African American - 40% English Learners - 47.2% Socioeconomically Disadvantaged - 42.8% White - 34.5% Hispanic - 41.3% Foster Youth - 22.2%</p>	<p>CUSD will provide supplemental counseling services to support student and parent engagement to increase student graduation rates, improve attendance data rates, and ensure students will be prepared for College and Career outcomes, including advanced coursework, Dual Enrollment, Career Technical Pathways, and Golden State Diploma and Seal of Biliteracy criteria.</p> <p>The Schoolwide actions focus on describing the needs of English learners, Foster Youth, and low-income students to provide actions that will help close the achievement gap between them and all students.</p> <p>We expect that the academic achievement rates of Socio-Economic and disadvantaged students, English learners, and Foster Youth will increase significantly as the actions are designed to meet needs most associated with our unduplicated students' language and academic gaps. Because we expect all students with achievement gaps will benefit, these actions are provided Schoolwide.</p>	<p>A. California School Dashboard Graduation Rate Indicator</p> <p>B. California School Dashboard Chronic Absenteeism Indicator</p> <p>C. California School Dashboard Suspension Indicator Indicator</p> <p>D. California School Dashboard College and Career Indicator</p> <p>E. California School Dashboard Local Indicator Basics: Teachers and Instructional Materials -</p> <p>F. CUSD Local Data Advanced Placement Passing Rate</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
	Scope: Schoolwide		<p>G. CUSD Local Data Advanced Placement (AP) Course Participation Rates AERIES Analytics Data</p> <p>H. CUSD Local Data Course Passing Rates (D/F) Aeries Analytics.</p> <p>I. CUSD Local Data Middle and High School Dropout rates</p> <p>J. CUSD Local Data Gr 12 CCI UC/CSU and CTE Rates</p> <p>K. California School Dashboard Local Indicator Basics: Facilities</p> <p>L. California School Dashboard Local Indicator Priority 7 Access to Broad Course of Study CUSD will have Met Access to Broad Course of Study.</p> <p>M. CUSD Local Data LEA and LCAP Parent Survey</p>
4.2	Action: Certificated Career Technical Education (CTE) Staff. Need:	CUSD will expand CTE program pathways and provide additional CTE-certificated instructional staff to support the completion of the College and Career Indicator and improve its outcomes for	A. California School Dashboard Graduation Rate Indicator

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>Outcomes for unduplicated pupils fall significantly below standards. Regarding chronic absenteeism in kindergarten through grade 8, 40.9% of students were chronically absent in the 2022-2023 school year. The following student groups showed a performance of very high chronic absenteeism:</p> <p>African American - 40% English Learners - 47.2% Socioeconomically Disadvantaged - 42.8% White - 34.5% Hispanic - 41.3% Foster Youth - 22.2%</p> <p>Scope: Schoolwide</p>	<p>unduplicated pupils, including students with disabilities.</p> <p>The Schoolwide actions focus on describing the needs of English learners, Foster Youth, and low-income students to provide actions that will help close the achievement gap between them and all students.</p> <p>We expect that the academic achievement rates of Socio-Economic and disadvantaged students, English learners, and Foster Youth will increase significantly as the actions are designed to meet needs most associated with our unduplicated students' language and academic gaps. Because we expect all students with achievement gaps will benefit, these actions are provided Schoolwide.</p>	<p>B. California School Dashboard Chronic Absenteeism Indicator</p> <p>C. California School Dashboard Suspension Indicator Indicator</p> <p>D. California School Dashboard College and Career Indicator</p> <p>E. California School Dashboard Local Indicator Basics: Teachers and Instructional Materials -</p> <p>F. CUSD Local Data Advanced Placement Passing Rate</p> <p>G. CUSD Local Data Advanced Placement (AP) Course Participation Rates AERIES Analytics Data</p> <p>H. CUSD Local Data Course Passing Rates (D/F) Aeries Analytics.</p> <p>I. CUSD Local Data Middle and High School Dropout rates</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			<p>J. CUSD Local Data Gr 12 CCI UC/CSU and CTE Rates</p> <p>K. California School Dashboard Local Indicator Basics: Facilities</p> <p>L. California School Dashboard Local Indicator Priority 7 Access to Broad Course of Study CUSD will have Met Access to Broad Course of Study.</p> <p>M. CUSD Local Data LEA and LCAP Parent Survey</p>
4.3	<p>Action: Classified Support Staff for Attendance.</p> <p>Need: Outcomes for unduplicated pupils fall significantly below standards. Regarding chronic absenteeism in kindergarten through grade 8, 40.9% of students were chronically absent in the 2022-2023 school year. The following student groups showed a performance of very high chronic absenteeism:</p> <p>African American - 40% English Learners - 47.2% Socioeconomically Disadvantaged - 42.8% White - 34.5%</p>	<p>CUSD will focus on attendance improvement with office support staff to increase student recognition, home visits, parent engagement activities, and targeted interventions to engage unduplicated pupils, including students with disabilities, and improve the graduation rate, suspension rate, and chronic absenteeism rate at Calipatria High School, Grace Smith School, Bill Young Jr. Middle School, and Fremont Primary School.</p> <p>The Schoolwide actions focus on describing the needs of English learners, Foster Youth, and low-income students to provide actions that will help close the achievement gap between them and all students.</p>	<p>A. California School Dashboard Graduation Rate Indicator</p> <p>B. California School Dashboard Chronic Absenteeism Indicator</p> <p>C. California School Dashboard Suspension Indicator Indicator</p> <p>D. California School Dashboard College and Career Indicator</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Hispanic - 41.3% Foster Youth - 22.2%</p> <p>Scope: Schoolwide</p>	<p>We expect that the academic achievement rates of Socio-Economic and disadvantaged students, English learners, and Foster Youth will increase significantly as the actions are designed to meet needs most associated with our unduplicated students' language and academic gaps. Because we expect all students with achievement gaps will benefit, these actions are provided Schoolwide.</p>	<p>E. California School Dashboard Local Indicator Basics: Teachers and Instructional Materials -</p> <p>F. CUSD Local Data Advanced Placement Passing Rate</p> <p>G. CUSD Local Data Advanced Placement (AP) Course Participation Rates AERIES Analytics Data</p> <p>H. CUSD Local Data Course Passing Rates (D/F) Aeries Analytics.</p> <p>I. CUSD Local Data Middle and High School Dropout rates</p> <p>J. CUSD Local Data Gr 12 CCI UC/CSU and CTE Rates</p> <p>K. California School Dashboard Local Indicator Basics: Facilities</p> <p>L. California School Dashboard Local Indicator Priority 7 Access to Broad Course of Study CUSD will have Met Access to Broad Course of Study.</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
			M. CUSD Local Data LEA and LCAP Parent Survey readiness.
4.5	<p>Action: Classified Staffing for Safe Schools.</p> <p>Need: Outcomes for unduplicated pupils fall significantly below standards. Regarding chronic absenteeism in kindergarten through grade 8, 40.9% of students were chronically absent in the 2022-2023 school year. The following student groups showed a performance of very high chronic absenteeism:</p> <p>African American - 40% English Learners - 47.2% Socioeconomically Disadvantaged - 42.8% White - 34.5% Hispanic - 41.3% Foster Youth - 22.2%</p> <p>Scope: LEA-wide</p>	<p>CUSD will increase access to district services and safe schools for students and parents with increased operations staff to support district safety needs, extended day activities, and supplemental student and parent engagement events. Additional staffing expands access to school facilities for student and family services for unduplicated pupils across the district.</p> <p>The LEA-wide actions focus on describing the needs of English learners, Foster Youth, and low-income students to provide actions that will help close the achievement gap between them and all students.</p> <p>We expect that the academic achievement rates of Socio-Economic and disadvantaged students, English learners, and Foster Youth will increase significantly as the actions are designed to meet needs most associated with our unduplicated students' language and academic gaps. Because we expect that all students with achievement gaps will benefit, however, these actions are provided LEA-wide.</p>	<p>A. California School Dashboard Graduation Rate Indicator</p> <p>B. California School Dashboard Chronic Absenteeism Indicator</p> <p>C. California School Dashboard Suspension Indicator Indicator</p> <p>D. California School Dashboard College and Career Indicator</p> <p>E. California School Dashboard Local Indicator Basics: Teachers and Instructional Materials -</p> <p>F. CUSD Local Data Advanced Placement Passing Rate</p> <p>G. CUSD Local Data Advanced Placement (AP) Course Participation Rates AERIES Analytics Data</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			<p>H. CUSD Local Data Course Passing Rates (D/F) Aeries Analytics.</p> <p>I. CUSD Local Data Middle and High School Dropout rates</p> <p>J. CUSD Local Data Gr 12 CCI UC/CSU and CTE Rates</p> <p>K. California School Dashboard Local Indicator Basics: Facilities</p> <p>L. California School Dashboard Local Indicator Priority 7 Access to Broad Course of Study CUSD will have Met Access to Broad Course of Study.</p> <p>M. CUSD Local Data LEA and LCAP Parent Survey</p>
4.6	<p>Action: Classified Staffing for Transportation</p> <p>Need: Outcomes for unduplicated pupils fall significantly below standards. Regarding chronic absenteeism in kindergarten through grade 8, 40.9% of students were chronically absent in the 2022-2023 school year. The following student groups showed a</p>	CUSD will provide additional transportation services to increase home-to-school services, educational field trip (s), and extracurricular (leadership/athletics) field trips. This will provide access to district and school-site instructional programs and services during regular, summer, and extended-day learning opportunities for low-income English Learners, Special Education, Migrant, Reclassified Fluent English Proficient, and Foster/Homeless Youth.	<p>A. California School Dashboard Graduation Rate Indicator</p> <p>B. California School Dashboard Chronic Absenteeism Indicator</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>performance of very high chronic absenteeism:</p> <p>African American - 40% English Learners - 47.2% Socioeconomically Disadvantaged - 42.8% White - 34.5% Hispanic - 41.3% Foster Youth - 22.2%</p> <p>Scope: LEA-wide</p>	<p>The LEA-wide actions focus on describing the needs of English learners, Foster Youth, and low-income students to provide actions that will help close the achievement gap between them and all students.</p> <p>We expect that the academic achievement rates of Socio-Economic and disadvantaged students, English learners, and Foster Youth will increase significantly as the actions are designed to meet needs most associated with our unduplicated students' language and academic gaps. Because we expect that all students with achievement gaps will benefit, however, these actions are provided LEA-wide.</p>	<p>C. California School Dashboard Suspension Indicator Indicator</p> <p>D. California School Dashboard College and Career Indicator</p> <p>E. California School Dashboard Local Indicator Basics: Teachers and Instructional Materials -</p> <p>F. CUSD Local Data Advanced Placement Passing Rate</p> <p>G. CUSD Local Data Advanced Placement (AP) Course Participation Rates AERIES Analytics Data</p> <p>H. CUSD Local Data Course Passing Rates (D/F) Aeries Analytics.</p> <p>I. CUSD Local Data Middle and High School Dropout rates</p> <p>J. CUSD Local Data Gr 12 CCI UC/CSU and CTE Rates</p>

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			<p>K. California School Dashboard Local Indicator Basics: Facilities</p> <p>L. California School Dashboard Local Indicator Priority 7 Access to Broad Course of Study CUSD will have Met Access to Broad Course of Study.</p> <p>M. CUSD Local Data LEA and LCAP Parent Survey</p>
4.7	<p>Action: Classified Staffing for Technology.</p> <p>Need: Outcomes for unduplicated pupils fall significantly below standards. Regarding chronic absenteeism in kindergarten through grade 8, 40.9% of students were chronically absent in the 2022-2023 school year. The following student groups showed a performance of very high chronic absenteeism:</p> <p>African American - 40% English Learners - 47.2% Socioeconomically Disadvantaged - 42.8% White - 34.5% Hispanic - 41.3% Foster Youth - 22.2%</p>	<p>Calipatria Unified will provide additional technology staff to support technology services for students and staff. Technology staff will provide technical support services to support access to technology tools, networking support, and Google platform access.</p> <p>The LEA-wide actions focus on describing the needs of English learners, Foster Youth, and low-income students to provide actions that will help close the achievement gap between them and all students.</p> <p>We expect that the academic achievement rates of Socio-Economic and disadvantaged students, English learners, and Foster Youth will increase significantly as the actions are designed to meet needs most associated with our unduplicated students' language and academic gaps. Because we expect that all students with achievement gaps will benefit, however, these actions are provided LEA-wide.</p>	<p>A. California School Dashboard Graduation Rate Indicator</p> <p>B. California School Dashboard Chronic Absenteeism Indicator</p> <p>C. California School Dashboard Suspension Indicator Indicator</p> <p>D. California School Dashboard College and Career Indicator</p> <p>E. California School Dashboard Local Indicator Basics: Teachers and Instructional Materials -</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
	Scope: LEA-wide		<p>F. CUSD Local Data Advanced Placement Passing Rate</p> <p>G. CUSD Local Data Advanced Placement (AP) Course Participation Rates AERIES Analytics Data</p> <p>H. CUSD Local Data Course Passing Rates (D/F) Aeries Analytics.</p> <p>I. CUSD Local Data Middle and High School Dropout rates</p> <p>J. CUSD Local Data Gr 12 CCI UC/CSU and CTE Rates</p> <p>K. California School Dashboard Local Indicator Basics: Facilities</p> <p>L. California School Dashboard Local Indicator Priority 7 Access to Broad Course of Study CUSD will have Met Access to Broad Course of Study.</p> <p>M. CUSD Local Data LEA and LCAP Parent Survey</p>

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4.8	<p>Action: Supplemental Instructional Materials and Resources Small Group Intervention.</p> <p>Need: Outcomes for unduplicated pupils fall significantly below standards. Regarding chronic absenteeism in kindergarten through grade 8, 40.9% of students were chronically absent in the 2022-2023 school year. The following student groups showed a performance of very high chronic absenteeism:</p> <p>African American - 40% English Learners - 47.2% Socioeconomically Disadvantaged - 42.8% White - 34.5% Hispanic - 41.3% Foster Youth - 22.2%</p> <p>Scope: LEA-wide</p>	<p>CUSD will acquire supplemental standards-aligned/literacy materials and teacher resources to provide small group intervention, additional practice in essential skills, access to enrichment activities, and digital resources for unduplicated pupils.</p> <p>The LEA-wide actions focus on describing the needs of English learners, Foster Youth, and low-income students to provide actions that will help close the achievement gap between them and all students.</p> <p>We expect that the academic achievement rates of Socio-Economic and disadvantaged students, English learners, and Foster Youth will increase significantly as the actions are designed to meet needs most associated with our unduplicated students' language and academic gaps. Because we expect that all students with achievement gaps will benefit, however, these actions are provided LEA-wide.</p>	<p>A. California School Dashboard Graduation Rate Indicator</p> <p>B. California School Dashboard Chronic Absenteeism Indicator</p> <p>C. California School Dashboard Suspension Indicator Indicator</p> <p>D. California School Dashboard College and Career Indicator</p> <p>E. California School Dashboard Local Indicator Basics: Teachers and Instructional Materials -</p> <p>F. CUSD Local Data Advanced Placement Passing Rate</p> <p>G. CUSD Local Data Advanced Placement (AP) Course Participation Rates AERIES Analytics Data</p> <p>H. CUSD Local Data Course Passing Rates (D/F) Aeries Analytics.</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			<p>I. CUSD Local Data Middle and High School Dropout rates</p> <p>J. CUSD Local Data Gr 12 CCI UC/CSU and CTE Rates</p> <p>K. California School Dashboard Local Indicator Basics: Facilities</p> <p>L. California School Dashboard Local Indicator Priority 7 Access to Broad Course of Study CUSD will have Met Access to Broad Course of Study.</p> <p>M. CUSD Local Data LEA and LCAP Parent Survey</p>
4.16	<p>Action: Certificated Staffing for Expanding Course of Study.</p> <p>Need: Outcomes for unduplicated pupils fall significantly below standards. Regarding chronic absenteeism in kindergarten through grade 8, 40.9% of students were chronically absent in the 2022-2023 school year. The following student groups showed a performance of very high chronic absenteeism:</p>	<p>CUSD will provide flexibility in the master schedules at Bill Young and Calipatria High School to increase and expand the offerings of courses for English Learners, low-income and foster youth to have multiple pathways to achieve College and Career indicator success and complete annual promotion criteria in coursework and credit accrual.</p> <p>The Schoolwide actions focus on describing the needs of English learners, Foster Youth, and low-income students to provide actions that will help close the achievement gap between them and all students.</p>	<p>A. California School Dashboard Graduation Rate Indicator</p> <p>B. California School Dashboard Chronic Absenteeism Indicator</p> <p>C. California School Dashboard Suspension Indicator Indicator</p>

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	<p>African American - 40% English Learners - 47.2% Socioeconomically Disadvantaged - 42.8% White - 34.5% Hispanic - 41.3% Foster Youth - 22.2%</p> <p>Scope: Schoolwide</p>	<p>We expect that the academic achievement rates of Socio-Economic and disadvantaged students, English learners, and Foster Youth will increase significantly as the actions are designed to meet needs most associated with our unduplicated students' language and academic gaps. Because we expect all students with achievement gaps will benefit, these actions are provided Schoolwide.</p>	<p>D. California School Dashboard College and Career Indicator</p> <p>E. California School Dashboard Local Indicator Basics: Teachers and Instructional Materials -</p> <p>F. CUSD Local Data Advanced Placement Passing Rate</p> <p>G. CUSD Local Data Advanced Placement (AP) Course Participation Rates AERIES Analytics Data</p> <p>H. CUSD Local Data Course Passing Rates (D/F) Aeries Analytics.</p> <p>I. CUSD Local Data Middle and High School Dropout rates</p> <p>J. CUSD Local Data Gr 12 CCI UC/CSU and CTE Rates</p> <p>K. California School Dashboard Local Indicator Basics: Facilities</p> <p>L. California School Dashboard Local Indicator</p>

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			<p>Priority 7 Access to Broad Course of Study CUSD will have Met Access to Broad Course of Study.</p> <p>M. CUSD Local Data LEA and LCAP Parent Survey</p>
5.2	<p>Action: Student Engagement Travel</p> <p>Need: Based on the 2023 California School Dashboard Data, the following needs were identified.</p> <p>Bill E. Young Middle School Suspension Rate status is identified as Medium Performance - (2022-2023 Suspension Rate - Middle School-Indicator)</p> <ul style="list-style-type: none"> English learners, Orange, Medium Performance, 10.4% Socioeconomically Disadvantaged, Orange, Medium Performance, 11.3% Students with Disabilities, Red, Very Low Performance, 18.6% Hispanic, Orange, Medium Performance, 10.1% <p>Calipatria High School Suspension Rate status is identified as Very Low Performance - (2022-2023 Suspension Rate - Middle School-Indicator)</p>	<p>CUSD will increase student travel for engagement activities to increase participation of students in college and career readiness exploration, school involvement, and intervention activities.</p> <p>The Schoolwide actions focus on describing the needs of English learners, Foster Youth, and low-income students to provide actions that will help close the achievement gap between them and all students.</p> <p>We expect that the academic achievement rates of Socio-Economic and disadvantaged students, English learners, and Foster Youth will increase significantly as the actions are designed to meet needs most associated with our unduplicated students' language and academic gaps. Because we expect all students with achievement gaps will benefit, these actions are provided Schoolwide.</p>	<p>A. CUSD Local Data 2022-2023 Local Indicator Priority 3 Parent and Family Engagement Reflection Tool</p> <p>B. CUSD Local Data Local Indicator Priority 6 School Climate, California Healthy Kids Survey</p> <p>C. CUSD Local Data Local Indicator Priority 2 Implementation of State Academic Standards Reflection Tool CUSD will increase staff participation in the Priority 2 survey annually.</p> <p>D. CUSD Local Data LEA and LCAP Parent Survey</p> <p>E. CUSD Local Data Suspension - California Schools Dashboard CUSD will maintain suspension rates lower than county</p>

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	<ul style="list-style-type: none"> English learners, Red, Very Low Performance, 17.1% Socioeconomically Disadvantaged, Red, Very Low Performance, 12.3% Students with Disabilities, Red, Very Low Performance, 14% Hispanic, Red, Very Low Performance, 9.6% <p>Fremont Primary School Suspension Rate status is identified as High Performance - (2022-2023 Suspension Rate - Middle School-Indicator)</p> <ul style="list-style-type: none"> English learners, Blue, Very High Performance, 0.0% Socioeconomically Disadvantaged, Green, High Performance, 0.3% Students with Disabilities, Blue, Very High Performance, 0.0% Hispanic, Green, High Performance, 0.3% <p>Grace Smith Elementary Suspension Rate status is identified as Medium Performance - (2022-2023 Suspension Rate - Middle School-Indicator)</p> <ul style="list-style-type: none"> English learners, No Performance Color, 0.0% Socioeconomically Disadvantaged, Orange, Medium Performance, 2.6% Students with Disabilities, No Data Reported Hispanic, Green, High Performance, 1.7% 		and state rates across all significant subgroups.

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: Schoolwide		
5.9	<p>Action: Consulting and Operating Expenditures.</p> <p>Need: Based on the 2023 California School Dashboard Data, the following needs were identified.</p> <p>Bill E. Young Middle School Suspension Rate status is identified as Medium Performance - (2022-2023 Suspension Rate - Middle School-Indicator)</p> <ul style="list-style-type: none"> English learners, Orange, Medium Performance, 10.4% Socioeconomically Disadvantaged, Orange, Medium Performance, 11.3% Students with Disabilities, Red, Very Low Performance, 18.6% Hispanic, Orange, Medium Performance, 10.1% <p>Calipatria High School Suspension Rate status is identified as Very Low Performance - (2022-2023 Suspension Rate - Middle School-Indicator)</p> <ul style="list-style-type: none"> English learners, Red, Very Low Performance, 17.1% 	<p>CUSD will purchase professional consulting and operating expenditures to support annual service and maintenance contracts to monitor, evaluate, and support academic achievement targets for unduplicated pupils. In addition, yearly service and maintenance contracts to support home-to-school communication will be purchased to increase student, parent, and stakeholder engagement. Renaissance Place for academic intervention, Ellevation, AERIES Communications/Analytics for educational interventions and home-to-school communication, and Edlio for home-to-school communication will be maintained.</p> <p>The LEA-wide actions focus on describing the needs of English learners, Foster Youth, and low-income students to provide actions that will help close the achievement gap between them and all students.</p> <p>We expect that the academic achievement rates of Socio-Economic and disadvantaged students, English learners, and Foster Youth will increase significantly as the actions are designed to meet needs most associated with our unduplicated students' language and academic gaps. Because we expect that all students with achievement gaps will benefit, however, these actions are provided LEA-wide.</p>	<p>A. CUSD Local Data 2022-2023 Local Indicator Priority 3 Parent and Family Engagement Reflection Tool</p> <p>B. CUSD Local Data Local Indicator Priority 6 School Climate, California Healthy Kids Survey</p> <p>C. CUSD Local Data Local Indicator Priority 2 Implementation of State Academic Standards Reflection Tool CUSD will increase staff participation in the Priority 2 survey annually.</p> <p>D. CUSD Local Data LEA and LCAP Parent Survey</p> <p>E. CUSD Local Data Suspension - California Schools Dashboard CUSD will maintain suspension rates lower than county and state rates across all significant subgroups.</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
	<ul style="list-style-type: none"> • Socioeconomically Disadvantaged, Red, Very Low Performance, 12.3% • Students with Disabilities, Red, Very Low Performance, 14% • Hispanic, Red, Very Low Performance, 9.6% <p>Fremont Primary School Suspension Rate status is identified as High Performance - (2022-2023 Suspension Rate - Middle School-Indicator)</p> <ul style="list-style-type: none"> • English learners, Blue, Very High Performance, 0.0% • Socioeconomically Disadvantaged, Green, High Performance, 0.3% • Students with Disabilities, Blue, Very High Performance, 0.0% • Hispanic, Green, High Performance, 0.3% <p>Grace Smith Elementary Suspension Rate status is identified as Medium Performance - (2022-2023 Suspension Rate - Middle School-Indicator)</p> <ul style="list-style-type: none"> • English learners, No Performance Color, 0.0% • Socioeconomically Disadvantaged, Orange, Medium Performance, 2.6% • Students with Disabilities, No Data Reported • Hispanic, Green, High Performance, 1.7% 		

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		
5.10	<p>Action: Supplemental Equipment</p> <p>Need: Based on the 2023 California School Dashboard Data, the following needs were identified.</p> <p>Bill E. Young Middle School Suspension Rate status is identified as Medium Performance - (2022-2023 Suspension Rate - Middle School-Indicator)</p> <ul style="list-style-type: none"> English learners, Orange, Medium Performance, 10.4% Socioeconomically Disadvantaged, Orange, Medium Performance, 11.3% Students with Disabilities, Red, Very Low Performance, 18.6% Hispanic, Orange, Medium Performance, 10.1% <p>Calipatria High School Suspension Rate status is identified as Very Low Performance - (2022-2023 Suspension Rate - Middle School-Indicator)</p> <ul style="list-style-type: none"> English learners, Red, Very Low Performance, 17.1% Socioeconomically Disadvantaged, Red, Very Low Performance, 12.3% 	<p>CUSD will increase student access to wireless technology resources, classroom learning environments with enhanced learning tools and seating flexibility, and outdoor engagement and learning spaces to support hands-on learning and exploration. The improvements to the learning environment will support stakeholder satisfaction with district services and programs, as addressed in the annual parent survey.</p> <p>The LEA-wide actions focus on describing the needs of English learners, Foster Youth, and low-income students to provide actions that will help close the achievement gap between them and all students.</p> <p>We expect that the academic achievement rates of Socio-Economic and disadvantaged students, English learners, and Foster Youth will increase significantly as the actions are designed to meet needs most associated with our unduplicated students' language and academic gaps. Because we expect that all students with achievement gaps will benefit, however, these actions are provided LEA-wide.</p>	<p>A. CUSD Local Data 2022-2023 Local Indicator Priority 3 Parent and Family Engagement Reflection Tool</p> <p>B. CUSD Local Data Local Indicator Priority 6 School Climate, California Healthy Kids Survey</p> <p>C. CUSD Local Data Local Indicator Priority 2 Implementation of State Academic Standards Reflection Tool CUSD will increase staff participation in the Priority 2 survey annually.</p> <p>D. CUSD Local Data LEA and LCAP Parent Survey</p> <p>E. CUSD Local Data Suspension - California Schools Dashboard CUSD will maintain suspension rates lower than county and state rates across all significant subgroups.</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
	<ul style="list-style-type: none"> Students with Disabilities, Red, Very Low Performance, 14% Hispanic, Red, Very Low Performance, 9.6% <p>Fremont Primary School Suspension Rate status is identified as High Performance - (2022-2023 Suspension Rate - Middle School-Indicator)</p> <ul style="list-style-type: none"> English learners, Blue, Very High Performance, 0.0% Socioeconomically Disadvantaged, Green, High Performance, 0.3% Students with Disabilities, Blue, Very High Performance, 0.0% Hispanic, Green, High Performance, 0.3% <p>Grace Smith Elementary Suspension Rate status is identified as Medium Performance - (2022-2023 Suspension Rate - Middle School-Indicator)</p> <ul style="list-style-type: none"> English learners, No Performance Color, 0.0% Socioeconomically Disadvantaged, Orange, Medium Performance, 2.6% Students with Disabilities, No Data Reported Hispanic, Green, High Performance, 1.7% <p>Scope:</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
	LEA-wide		
5.14	<p>Action: School Climate and Safety Supports and Materials.</p> <p>Need: Based on the 2023 California School Dashboard Data, the following needs were identified.</p> <p>Bill E. Young Middle School Suspension Rate status is identified as Medium Performance - (2022-2023 Suspension Rate - Middle School-Indicator)</p> <ul style="list-style-type: none"> English learners, Orange, Medium Performance, 10.4% Socioeconomically Disadvantaged, Orange, Medium Performance, 11.3% Students with Disabilities, Red, Very Low Performance, 18.6% Hispanic, Orange, Medium Performance, 10.1% <p>Calipatria High School Suspension Rate status is identified as Very Low Performance - (2022-2023 Suspension Rate - Middle School-Indicator)</p> <ul style="list-style-type: none"> English learners, Red, Very Low Performance, 17.1% Socioeconomically Disadvantaged, Red, Very Low Performance, 12.3% 	<p>CUSD will purchase materials and supplies to increase safety supports, including ingress and egress, security monitoring, and student identification, across district sites and programs to increase student engagement on campus and increase outcomes on school climate surveys for unduplicated pupils, including students with disabilities.</p> <p>The LEA-wide actions focus on describing the needs of English learners, Foster Youth, and low-income students to provide actions that will help close the achievement gap between them and all students.</p> <p>We expect that the academic achievement rates of Socio-Economic and disadvantaged students, English learners, and Foster Youth will increase significantly as the actions are designed to meet needs most associated with our unduplicated students' language and academic gaps. Because we expect that all students with achievement gaps will benefit, however, these actions are provided LEA-wide.</p>	<p>A. CUSD Local Data 2022-2023 Local Indicator Priority 3 Parent and Family Engagement Reflection Tool</p> <p>B. CUSD Local Data Local Indicator Priority 6 School Climate, California Healthy Kids Survey</p> <p>C. CUSD Local Data Local Indicator Priority 2 Implementation of State Academic Standards Reflection Tool CUSD will increase staff participation in the Priority 2 survey annually.</p> <p>D. CUSD Local Data LEA and LCAP Parent Survey</p> <p>E. CUSD Local Data Suspension - California Schools Dashboard CUSD will maintain suspension rates lower than county and state rates across all significant subgroups.</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
	<ul style="list-style-type: none"> Students with Disabilities, Red, Very Low Performance, 14% Hispanic, Red, Very Low Performance, 9.6% <p>Fremont Primary School Suspension Rate status is identified as High Performance - (2022-2023 Suspension Rate - Middle School-Indicator)</p> <ul style="list-style-type: none"> English learners, Blue, Very High Performance, 0.0% Socioeconomically Disadvantaged, Green, High Performance, 0.3% Students with Disabilities, Blue, Very High Performance, 0.0% Hispanic, Green, High Performance, 0.3% <p>Grace Smith Elementary Suspension Rate status is identified as Medium Performance - (2022-2023 Suspension Rate - Middle School-Indicator)</p> <ul style="list-style-type: none"> English learners, No Performance Color, 0.0% Socioeconomically Disadvantaged, Orange, Medium Performance, 2.6% Students with Disabilities, No Data Reported Hispanic, Green, High Performance, 1.7% <p>Scope:</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
	LEA-wide		

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.5	<p>Action: Classified Instructional Staffing to support English Language Arts.</p> <p>Need: Calipatria Unified School District will focus on student achievement in English Language Arts (ELA) to afford all students the opportunities for post-secondary success. The 2023 English Language Arts Academic Indicator shows the current needs in the area of language arts as our students scored 50.1 points below standard. Our subgroups performed as follows:</p> <ul style="list-style-type: none"> – English Learners performed 76.8 points below standard. – White students performed 22 points below standard. – Socioeconomically Disadvantaged students performed 57.8 points below standard. – Hispanic students performed 51.6 points below standard. 	CUSD will provide additional instructional support to the classroom learning environment with paraprofessional instructional aides during the regular school year to increase student achievement for low-income students in English Language Arts. Instructional aides will provide small group instruction and individual support to students within the classroom setting. Instructional aides will also provide pullout services to support targeted intervention programs.	<p>A. California School Dashboard English Language Arts Performance Level</p> <p>B. California School Dashboard Average Distance From Standard in English Language Arts</p> <p>C. SBAC Summary of Students scoring Standard Met or Exceeded</p> <p>D. CUSD district benchmark reports.</p> <p>E. CUSD ESGI Data Spring 2025 Percentage of Students At/Above</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Scope: Limited to Unduplicated Student Group(s)		40th Percentile Rank on English Language Arts Foundational Skills
1.6	Action: Classified Staffing to support access to Technology. Need: Calipatria Unified School District will focus on student achievement in English Language Arts (ELA) to afford all students the opportunities for post-secondary success. The 2023 English Language Arts Academic Indicator shows the current needs in the area of language arts as our students scored 50.1 points below standard. Our subgroups performed as follows: <ul style="list-style-type: none"> – English Learners performed 76.8 points below standard. – White students performed 22 points below standard. – Socioeconomically Disadvantaged students performed 57.8 points below standard. – Hispanic students performed 51.6 points below standard. Scope: Limited to Unduplicated Student Group(s)	CUSD will maintain part-time classified resource staff to support student access to technology in the computer labs, library/media rooms, and in the classroom at Fremont School for English Learners, low-income and foster/homeless students.	A. California School Dashboard English Language Arts Performance Level B. California School Dashboard Average Distance From Standard in English Language Arts C. SBAC Summary of Students scoring Standard Met or Exceeded D. CUSD district benchmark reports. E. CUSD ESGI Data Spring 2025 Percentage of Students At/Above 40th Percentile Rank on English Language Arts Foundational Skills

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.7	<p>Action: Intervention Instructional Materials and Supplies.</p> <p>Need: Calipatria Unified School District will focus on student achievement in English Language Arts (ELA) to afford all students the opportunities for post-secondary success. The 2023 English Language Arts Academic Indicator shows the current needs in the area of language arts as our students scored 50.1 points below standard. Our subgroups performed as follows:</p> <ul style="list-style-type: none"> – English Learners performed 76.8 points below standard. – White students performed 22 points below standard. – Socioeconomically Disadvantaged students performed 57.8 points below standard. – Hispanic students performed 51.6 points below standard. <p>Scope: Limited to Unduplicated Student Group(s)</p>	CUSD will purchase intervention materials and supplies for Certificated Resource Teachers and district-centralized services to utilize targeted services for unduplicated pupils. Software licensing and application purchases to address language and literacy the district will acquire development.	<p>A. California School Dashboard English Language Arts Performance Level</p> <p>B. California School Dashboard Average Distance From Standard in English Language Arts</p> <p>C. SBAC Summary of Students scoring Standard Met or Exceeded</p> <p>D. CUSD district benchmark reports.</p> <p>E. CUSD ESGI Data Spring 2025 Percentage of Students At/Above 40th Percentile Rank on English Language Arts Foundational Skills</p>
1.8	<p>Action: Classified Staffing to Support Transitional Kindergarten and Kindergarten.</p> <p>Need: Calipatria Unified School District will focus on student achievement in English Language Arts</p>	CUSD will provide additional instructional support to the classroom learning environment with paraprofessional instructional aides during the regular school year to increase student achievement for low-income students in English Language Arts. Instructional aides will provide small group instruction and individual support to	<p>A. California School Dashboard English Language Arts Performance Level</p> <p>B. California School Dashboard Average</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>(ELA) to afford all students the opportunities for post-secondary success. The 2023 English Language Arts Academic Indicator shows the current needs in the area of language arts as our students scored 50.1 points below standard. Our subgroups performed as follows:</p> <ul style="list-style-type: none"> – English Learners performed 76.8 points below standard. – White students performed 22 points below standard. – Socioeconomically Disadvantaged students performed 57.8 points below standard. – Hispanic students performed 51.6 points below standard. <p>Scope: Limited to Unduplicated Student Group(s)</p>	<p>students within the classroom setting. Instructional aides will also provide pullout services to support targeted intervention programs.</p>	<p>Distance From Standard in English Language Arts</p> <p>C. SBAC Summary of Students scoring Standard Met or Exceeded</p> <p>D. CUSD district benchmark reports.</p> <p>E. CUSD ESGI Data Spring 2025 Percentage of Students At/Above 40th Percentile Rank on English Language Arts Foundational Skills</p>
3.1	<p>Action: Certificated Teaching Staff to support English Language Development.</p> <p>Need: The 2023 California Dashboard English Learner Progress Indicator (ELPI) identified the following needs.</p> <p>Out of these 336 English learners:</p> <ul style="list-style-type: none"> – 45.3% of English learners progressed at least 1 English Learner Progress Indicator level 	<p>CUSD will provide additional staffing to support English Language fluency achievement including expanding course offerings for master schedule flexibility, class size reduction strategies, and extended learning opportunities at Bill Young Jr. Middle School and Calipatria High School. Extended learning will provide 20 hours of instructional services for English Learners to supplement the language acquisition program.</p>	<p>A. California School Dashboard Performance Level in English Language Arts for English Learners</p> <p>B. California School Dashboard Average Distance from Standard for English Learners</p> <p>C. California School Dashboard English Learner Progress</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<ul style="list-style-type: none"> – 5% of English learners maintained English Learner Progress Indicator level 4 – 29.5% of English learners maintained English Learner Progress Indicator levels 1, 2 low, 2 high, 3 low, and 3 high (combined) – 20.1% of English learners decreased at least 1 English Learner Progress Indicator level <p>Scope: Limited to Unduplicated Student Group(s)</p>		D. CUSD Local Data Long-Term English Learners (LTEL) Reclassification
3.2	<p>Action: Classified paraprofessionals instructional aides for English Learners.</p> <p>Need: The 2023 California Dashboard English Learner Progress Indicator (ELPI) identified the following needs.</p> <p>Out of these 336 English learners:</p> <ul style="list-style-type: none"> – 45.3% of English learners progressed at least 1 English Learner Progress Indicator level – 5% of English learners maintained English Learner Progress Indicator level 4 – 29.5% of English learners maintained English Learner Progress Indicator levels 1, 2 low, 2 high, 3 low, and 3 high (combined) – 20.1% of English learners decreased at least 1 English Learner Progress Indicator level 	CUSD will provide instructional support to the classroom learning environment with paraprofessional instructional aides during the regular school year and summer services to provide small group instruction and intervention services. Instructional aides will support Newcomers and additional language acquisition instructional support for English Language Development.	<p>A. California School Dashboard Performance Level in English Language Arts for English Learners</p> <p>B. California School Dashboard Average Distance from Standard for English Learners</p> <p>C. California School Dashboard English Learner Progress</p> <p>D. CUSD Local Data Long-Term English Learners (LTEL) Reclassification</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Scope: Limited to Unduplicated Student Group(s)		
3.3	Action: English Learners Professional Development - Travel and Conferences and/or Consulting Fees Need: The 2023 California Dashboard English Learner Progress Indicator (ELPI) identified the following needs. Out of these 336 English learners: – 45.3% of English learners progressed at least 1 English Learner Progress Indicator level – 5% of English learners maintained English Learner Progress Indicator level 4 – 29.5% of English learners maintained English Learner Progress Indicator levels 1, 2 low, 2 high, 3 low, and 3 high (combined) – 20.1% of English learners decreased at least 1 English Learner Progress Indicator level Scope: Limited to Unduplicated Student Group(s)	<p>CUSD will retain professional development, travel, and conference, or consulting services to support supplemental English Learners professional development to increase certificated and classified staff understanding of standards-aligned instruction, state English Language Proficiency Assessments for California (ELPAC), and English Language Performance Indicator (ELPI) accountability measures, and strategies to support student achievement in the classroom and accountability measures to improve the outcomes for unduplicated pupils at Calipatria High School, Fremont Elementary, Grace Smith School, and Bill Young Jr. Middle School. The goal is to enhance the delivery of the English language acquisition program, increase the acquisition of English, improve standards-aligned instruction, and improve designated and integrated English Language Development instruction for English learners.</p> <p>Fees for substitutes will be included to support this action. Depending on the identified need(s), the action may be implemented by contacting an outside entity to provide professional development, travel to attend a conference or other professional development may be created using an internal capacity. Fees also included in this action will consist of materials and supplies for in-house training and substitutes.</p>	<p>A. California School Dashboard Performance Level in English Language Arts for English Learners</p> <p>B. California School Dashboard Average Distance from Standard for English Learners</p> <p>C. California School Dashboard English Learner Progress</p> <p>D. CUSD Local Data Long-Term English Learners (LTEL) Reclassification</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
3.4	<p>Action: English Learner Supplemental Instructional Materials and Supplies.</p> <p>Need: The 2023 California Dashboard English Learner Progress Indicator (ELPI) identified the following needs.</p> <p>Out of these 336 English learners: – 45.3% of English learners progressed at least 1 English Learner Progress Indicator level – 5% of English learners maintained English Learner Progress Indicator level 4 – 29.5% of English learners maintained English Learner Progress Indicator levels 1, 2 low, 2 high, 3 low, and 3 high (combined) – 20.1% of English learners decreased at least 1 English Learner Progress Indicator level</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	CUSD will provide additional supplemental instructional materials and supplies to support English Language Development (ELD) instruction during the regular school year and extended learning opportunities for integrated and designated instructional services as part of the English acquisition program services.	<p>A. California School Dashboard Performance Level in English Language Arts for English Learners</p> <p>B. California School Dashboard Average Distance from Standard for English Learners</p> <p>C. California School Dashboard English Learner Progress</p> <p>D. CUSD Local Data Long-Term English Learners (LTEL) Reclassification</p>
3.5	<p>Action: Certificated and Classified for English Learner Collaboration.</p> <p>Need: The 2023 California Dashboard English Learner Progress Indicator (ELPI) identified the following needs.</p> <p>Out of these 336 English learners:</p>	CUSD will engage certificated and classified in peer collaboration to address curriculum alignment and learning loss for English Learners and support the increase of student language acquisition and support English Learner access to a broad course of study and the language acquisition program in both integrated and designated English Language Development.	<p>A. California School Dashboard Performance Level in English Language Arts for English Learners</p> <p>B. California School Dashboard Average Distance from Standard for English Learners</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<ul style="list-style-type: none"> – 45.3% of English learners progressed at least 1 English Learner Progress Indicator level – 5% of English learners maintained English Learner Progress Indicator level 4 – 29.5% of English learners maintained English Learner Progress Indicator levels 1, 2 low, 2 high, 3 low, and 3 high (combined) – 20.1% of English learners decreased at least 1 English Learner Progress Indicator level <p>Scope: Limited to Unduplicated Student Group(s)</p>		<p>C. California School Dashboard English Learner Progress</p> <p>D. CUSD Local Data Long-Term English Learners (LTEL) Reclassification</p>
3.6	<p>Action: Improving Academic Vocabulary and English Learners Professional Development.</p> <p>Need: The 2023 California Dashboard English Learner Progress Indicator (ELPI) identified the following needs.</p> <p>Out of these 336 English learners:</p> <ul style="list-style-type: none"> – 45.3% of English learners progressed at least 1 English Learner Progress Indicator level – 5% of English learners maintained English Learner Progress Indicator level 4 – 29.5% of English learners maintained English Learner Progress Indicator levels 1, 2 low, 2 high, 3 low, and 3 high (combined) 	<p>CUSD will improve the quality of district-provided professional development and consulting services in academic vocabulary and language instruction by establishing a monthly virtual professional development format for all staff to engage with. The goal is to improve the educational progress of English Language Learners on state SBAC and ELPAC outcomes and the acquisition of English fluency. District, site administrators, and resource teachers will collaborate to develop the monthly video series.</p>	<p>A. California School Dashboard Performance Level in English Language Arts for English Learners</p> <p>B. California School Dashboard Average Distance from Standard for English Learners</p> <p>C. California School Dashboard English Learner Progress</p> <p>D. CUSD Local Data Long-Term English Learners (LTEL) Reclassification</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>– 20.1% of English learners decreased at least 1 English Learner Progress Indicator level</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>		
4.4	<p>Action: Certificated Extended Learning Staff.</p> <p>Need: Outcomes for unduplicated pupils, including Students with Disabilities, fall significantly below standards. Regarding chronic absenteeism in kindergarten through grade 8, 40.9% of students were chronically absent in the 2022-2023 school year. The following student groups showed a performance of very high chronic absenteeism:</p> <p>English Learners - 47.2% Socioeconomically Disadvantaged - 42.8% Foster Youth - 22.2%</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	<p>CUSD will support certificated staffing to provide additional after-school, summer school, and extended-day learning opportunities for students struggling to meet grade-level standards, credit accrual, or state accountability measures. Instructional services will prioritize the successful completion of the coursework necessary for improving College and Career Indicator outcomes and afford unduplicated pupils access to additional services and resources.</p>	<p>A. California School Dashboard Graduation Rate Indicator</p> <p>B. California School Dashboard Chronic Absenteeism Indicator</p> <p>C. California School Dashboard Suspension Indicator Indicator</p> <p>D. California School Dashboard College and Career Indicator</p> <p>E. California School Dashboard Local Indicator Basics: Teachers and Instructional Materials -</p> <p>F. CUSD Local Data Advanced Placement Passing Rate</p> <p>G. CUSD Local Data Advanced Placement (AP) Course Participation Rates AERIES Analytics Data</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
			<p>H. CUSD Local Data Course Passing Rates (D/F) Aeries Analytics.</p> <p>I. CUSD Local Data Middle and High School Dropout rates</p> <p>J. CUSD Local Data Gr 12 CCI UC/CSU and CTE Rates</p> <p>K. California School Dashboard Local Indicator Basics: Facilities</p> <p>L. California School Dashboard Local Indicator Priority 7 Access to Broad Course of Study CUSD will have Met Access to Broad Course of Study.</p> <p>M. CUSD Local Data LEA and LCAP Parent Survey</p>
4.9	<p>Action: Technology Tools and Non Capitalized Equipment.</p> <p>Need: Outcomes for unduplicated pupils, including Students with Disabilities, fall significantly below standards. Regarding chronic absenteeism in kindergarten through grade 8,</p>	CUSD will provide additional technology tools for students to access high-quality instruction in the classroom and extended learning opportunities. By upgrading and acquiring technology devices and supplemental technology tools, CUSD will improve the classroom environment.	<p>A. California School Dashboard Graduation Rate Indicator CUSD will meet or exceed the Yellow performance level across all groups, and significant subgroups.</p> <ul style="list-style-type: none"> • CUSD Graduation Rate CUSD will

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>40.9% of students were chronically absent in the 2022-2023 school year. The following student groups showed a performance of very high chronic absenteeism:</p> <p>English Learners - 47.2% Socioeconomically Disadvantaged - 42.8% Foster Youth - 22.2%</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>		<p>annually improve the 4-Year Adjusted Graduation rate.</p> <p>B. California School Dashboard Chronic Absenteeism Indicator CUSD will meet or exceed the Yellow performance level across all groups, and significant subgroups.</p> <p>C. California School Dashboard Suspension Indicator Indicator CUSD will meet or exceed the Yellow performance level across all groups, and significant subgroups.</p> <p>D. California School Dashboard College and Career Indicator CUSD will annually increase the percentage of students across all groups and significant subgroups as prepared on the College and Career Indicator.</p> <p>E. California School Dashboard Local Indicator Basics: Teachers and Instructional Materials - CUSD will annually</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
			<p>maintain status of MET across both criteria as identified by zero number or 0% of findings - Fully Credential Teachers Data</p> <p>F. CUSD Local Data Advanced Placement Passing Rate CUSD will annually increase the percentage of students achieving a passing score of 3 or higher.</p> <p>G. CUSD Local Data Advanced Placement (AP) Course Participation Rates AERIES Analytics Data CUSD will improve the participation rates of students taking Advanced Placement courses across the district and subgroups.</p> <p>H. CUSD Local Data Course Passing Rates (D/F) Aeries Analytics CUSD will improve the passing rates (D/F) rates of students completing core ELA, Math, History and Science at CHS to support CCI and UC/CSU course requirements.</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
			<p>I. CUSD Local Data Middle and High School Dropout rates CUSD will maintain less than 2% annual dropout rate for Bill E. Young Middle School and Calipatria High School programs and across all significant subgroups.</p> <p>J. CUSD Local Data Gr 12 CCI UC/CSU and CTE Rates CUSD will increase the % of students completing UC/CSU course requirements and CTE course pathways.</p> <p>K. California School Dashboard Local Indicator Basics: Facilities CUSD will annually maintain a status of MET for Facilities.</p> <p>L. California School Dashboard Local Indicator Priority 7 Access to Broad Course of Study CUSD will have Met Access to Broad Course of Study.</p> <p>M. CUSD Local Data LEA and LCAP Parent Survey CUSD will annually improve the percentage of</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
			parents reporting Strongly Agree and Agree that their child is receiving instruction that will prepare them to meet state standards and prepare them for college and career readiness.
4.10	<p>Action: Supplemental Materials and Supplies for Universal Access.</p> <p>Need: Outcomes for unduplicated pupils, including Students with Disabilities, fall significantly below standards. Regarding chronic absenteeism in kindergarten through grade 8, 40.9% of students were chronically absent in the 2022-2023 school year. The following student groups showed a performance of very high chronic absenteeism:</p> <p>English Learners - 47.2% Hispanic - 41.3% Foster Youth - 22.2%</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	CUSD will provide additional supplemental materials and supplies to support high-quality instruction and increase access to standards-based instruction across the curriculum for unduplicated students, including students with disabilities. Instructional materials will address universal access and afford differentiated instruction for students. In addition, software programs and applications will be purchased to enhance instructional delivery options so that unduplicated students can access the core and receive additional supplemental services.	<p>A. California School Dashboard Graduation Rate Indicator</p> <p>B. California School Dashboard Chronic Absenteeism Indicator</p> <p>C. California School Dashboard Suspension Indicator Indicator</p> <p>D. California School Dashboard College and Career Indicator</p> <p>E. California School Dashboard Local Indicator Basics: Teachers and Instructional Materials -</p> <p>F. CUSD Local Data Advanced Placement Passing Rate</p> <p>G. CUSD Local Data Advanced Placement (AP)</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
			<p>Course Participation Rates AERIES Analytics Data</p> <p>H. CUSD Local Data Course Passing Rates (D/F) Aeries Analytics.</p> <p>I. CUSD Local Data Middle and High School Dropout rates</p> <p>J. CUSD Local Data Gr 12 CCI UC/CSU and CTE Rates</p> <p>K. California School Dashboard Local Indicator Basics: Facilities</p> <p>L. California School Dashboard Local Indicator Priority 7 Access to Broad Course of Study CUSD will have Met Access to Broad Course of Study.</p> <p>M. CUSD Local Data LEA and LCAP Parent Survey S.</p>
4.11	<p>Action: Materials and Supplies for Extended Learning.</p> <p>Need: Outcomes for unduplicated pupils, including Students with Disabilities, fall significantly</p>	CUSD will provide supplemental supplies, including snacks, incentives, and recognition, to support extended-day learning activities for unduplicated pupils, which will increase student achievement and engagement with the learning environment.	A. California School Dashboard Graduation Rate Indicator CUSD will meet or exceed the Yellow performance level across

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	<p>below standards. Regarding chronic absenteeism in kindergarten through grade 8, 40.9% of students were chronically absent in the 2022-2023 school year. The following student groups showed a performance of very high chronic absenteeism:</p> <p>English Learners - 47.2% Socioeconomically Disadvantaged - 42.8% Foster Youth - 22.2%</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>		<p>all groups, and significant subgroups.</p> <ul style="list-style-type: none"> CUSD Graduation Rate CUSD will annually improve the 4-Year Adjusted Graduation rate. <p>B. California School Dashboard Chronic Absenteeism Indicator CUSD will meet or exceed the Yellow performance level across all groups, and significant subgroups.</p> <p>C. California School Dashboard Suspension Indicator CUSD will meet or exceed the Yellow performance level across all groups, and significant subgroups.</p> <p>D. California School Dashboard College and Career Indicator CUSD will annually increase the percentage of students across all groups and significant subgroups as prepared on the College and Career Indicator.</p> <p>E. California School</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
			<p>Dashboard Local Indicator Basics: Teachers and Instructional Materials - CUSD will annually maintain status of MET across both criteria as identified by zero number or 0% of findings - Fully Credential Teachers Data</p> <p>F. CUSD Local Data Advanced Placement Passing Rate CUSD will annually increase the percentage of students achieving a passing score of 3 or higher.</p> <p>G. CUSD Local Data Advanced Placement (AP) Course Participation Rates AERIES Analytics Data CUSD will improve the participation rates of students taking Advanced Placement courses across the district and subgroups.</p> <p>H. CUSD Local Data Course Passing Rates (D/F) Aeries Analytics CUSD will improve the passing rates (D/F) rates of students completing core ELA, Math, History and Science at CHS to</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
			<p>support CCI and UC/CSU course requirements.</p> <p>I. CUSD Local Data Middle and High School Dropout rates CUSD will maintain less than 2% annual dropout rate for Bill E. Young Middle School and Calipatria High School programs and across all significant subgroups.</p> <p>J. CUSD Local Data Gr 12 CCI UC/CSU and CTE Rates CUSD will increase the % of students completing UC/CSU course requirements and CTE course pathways.</p> <p>K. California School Dashboard Local Indicator Basics: Facilities CUSD will annually maintain a status of MET for Facilities.</p> <p>L. California School Dashboard Local Indicator Priority 7 Access to Broad Course of Study CUSD will have Met Access to Broad Course of Study.</p> <p>M. CUSD Local Data LEA</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
			and LCAP Parent Survey CUSD will annually improve the percentage of parents reporting Strongly Agree and Agree that their child is receiving instruction that will prepare them to meet state standards and prepare them for college and career readiness.
4.12	<p>Action: Supplemental Travel, Conference, and Local Professional Development for Student and Family Engagement.</p> <p>Need: Outcomes for unduplicated pupils, including Students with Disabilities, fall significantly below standards. Regarding chronic absenteeism in kindergarten through grade 8, 40.9% of students were chronically absent in the 2022-2023 school year. The following student groups showed a performance of very high chronic absenteeism:</p> <p>English Learners - 47.2% Socioeconomically Disadvantaged - 42.8% Foster Youth - 22.2%</p>	CUSD will support travel, conference, in-house professional development, or local conferences professional development expenses to enhance staff awareness of parent involvement and family engagement, attendance improvement, and social-emotional support strategies. Pupil Personnel Services staff will participate in training to improve counseling and guidance services, including college and career awareness, trauma-informed practices, and multi-tiered support systems. Administrators will train on trauma-informed practices, attendance improvement, and student engagement. Some of these learning experiences will be provided locally as part of a virtual professional development, or we will bring presenters to our district. We will cover materials and supplies under this action. Budgeted expenses for this action will also meet the need for substitutes for classified and certificated staff participating in these learning activities and stipends if activities are after contract hours as specified in CSEA and CUTA contracts. These opportunities will be available during the regular school day and after contract hours.	<p>A. California School Dashboard Graduation Rate Indicator</p> <p>B. California School Dashboard Chronic Absenteeism Indicator</p> <p>C. California School Dashboard Suspension Indicator Indicator</p> <p>D. California School Dashboard College and Career Indicator</p> <p>E. California School Dashboard Local Indicator Basics: Teachers and Instructional Materials -</p> <p>F. CUSD Local Data Advanced Placement Passing Rate</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Scope: Limited to Unduplicated Student Group(s)	CUSD is dedicated to providing an enriched and engaged learning environment by expanding music, visual and performing arts, physical education and dance, health, and social-emotional well-being into the learning environment and school campus. To ensure the successful implementation of this initiative, we will partner with experienced consultants who will provide professional development and ongoing support. This collaboration will enhance the quality of our programs and contribute to our students' overall well-being.	G. CUSD Local Data Advanced Placement (AP) Course Participation Rates AERIES Analytics Data H. CUSD Local Data Course Passing Rates (D/F) Aeries Analytics. I. CUSD Local Data Middle and High School Dropout rates J. CUSD Local Data Gr 12 CCI UC/CSU and CTE Rates K. California School Dashboard Local Indicator Basics: Facilities L. California School Dashboard Local Indicator Priority 7 Access to Broad Course of Study CUSD will have Met Access to Broad Course of Study. M. CUSD Local Data LEA and LCAP Parent Survey
4.13	Action: Supplemental Physical Education Instruction -	CUSD will provide individualized and small-group supplemental instruction to support students who are struggling to meet Physical Education (PE) standards. The main objective is to increase	A. California School Dashboard Graduation Rate Indicator CUSD will meet or exceed the Yellow

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>Classified Physical Education Support Staff.</p> <p>Need: Outcomes for unduplicated pupils, including Students with Disabilities, fall significantly below standards. Regarding chronic absenteeism in kindergarten through grade 8, 40.9% of students were chronically absent in the 2022-2023 school year. The following student groups showed a performance of very high chronic absenteeism:</p> <p>English Learners - 47.2% Socioeconomically Disadvantaged - 42.8% Foster Youth - 22.2%</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	<p>Physical Fitness Testing results and help students pass high school PE requirements and earn their high school diploma.</p>	<p>performance level across all groups, and significant subgroups.</p> <ul style="list-style-type: none"> • CUSD Graduation Rate CUSD will annually improve the 4-Year Adjusted Graduation rate. <p>B. California School Dashboard Chronic Absenteeism Indicator CUSD will meet or exceed the Yellow performance level across all groups, and significant subgroups.</p> <p>C. California School Dashboard Suspension Indicator Indicator CUSD will meet or exceed the Yellow performance level across all groups, and significant subgroups.</p> <p>D. California School Dashboard College and Career Indicator CUSD will annually increase the percentage of students across all groups and significant subgroups as prepared on the College and Career Indicator.</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
			<p>E. California School Dashboard Local Indicator Basics: Teachers and Instructional Materials - CUSD will annually maintain status of MET across both criteria as identified by zero number or 0% of findings - Fully Credential Teachers Data</p> <p>F. CUSD Local Data Advanced Placement Passing Rate CUSD will annually increase the percentage of students achieving a passing score of 3 or higher.</p> <p>G. CUSD Local Data Advanced Placement (AP) Course Participation Rates AERIES Analytics Data CUSD will improve the participation rates of students taking Advanced Placement courses across the district and subgroups.</p> <p>H. CUSD Local Data Course Passing Rates (D/F) Aeries Analytics CUSD will improve the passing rates (D/F) rates of students completing</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
			<p>core ELA, Math, History and Science at CHS to support CCI and UC/CSU course requirements.</p> <p>I. CUSD Local Data Middle and High School Dropout rates CUSD will maintain less than 2% annual dropout rate for Bill E. Young Middle School and Calipatria High School programs and across all significant subgroups.</p> <p>J. CUSD Local Data Gr 12 CCI UC/CSU and CTE Rates CUSD will increase the % of students completing UC/CSU course requirements and CTE course pathways.</p> <p>K. California School Dashboard Local Indicator Basics: Facilities CUSD will annually maintain a status of MET for Facilities.</p> <p>L. California School Dashboard Local Indicator Priority 7 Access to Broad Course of Study CUSD will have Met Access to Broad Course of Study.</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
			M. CUSD Local Data LEA and LCAP Parent Survey CUSD will annually improve the percentage of parents reporting Strongly Agree and Agree that their child is receiving instruction that will prepare them to meet state standards and prepare them for college and career readiness.
4.14	<p>Action: Certificated Staffing to support Attendance and Student Engagement</p> <p>Need: Outcomes for unduplicated pupils, including Students with Disabilities, fall significantly below standards. Regarding chronic absenteeism in kindergarten through grade 8, 40.9% of students were chronically absent in the 2022-2023 school year. The following student groups showed a performance of very high chronic absenteeism:</p> <p>English Learners - 47.2% Socioeconomically Disadvantaged - 42.8% Foster Youth - 22.2%</p>	CUSD will engage certificated staff to conduct home visits and address attendance and student engagement site strategies. Staff will collaborate with the district attendance committee to support district-wide attendance improvement initiatives. Staffing services will provide 40 hours of extra duty support per school site.	<p>A. California School Dashboard Graduation Rate Indicator</p> <p>B. California School Dashboard Chronic Absenteeism Indicator</p> <p>C. California School Dashboard Suspension Indicator Indicator</p> <p>D. California School Dashboard College and Career Indicator</p> <p>E. California School Dashboard Local Indicator Basics: Teachers and Instructional Materials -</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Scope: Limited to Unduplicated Student Group(s)		<p>F. CUSD Local Data Advanced Placement Passing Rate</p> <p>G. CUSD Local Data Advanced Placement (AP) Course Participation Rates AERIES Analytics Data</p> <p>H. CUSD Local Data Course Passing Rates (D/F) Aeries Analytics.</p> <p>I. CUSD Local Data Middle and High School Dropout rates</p> <p>J. CUSD Local Data Gr 12 CCI UC/CSU and CTE Rates</p> <p>K. California School Dashboard Local Indicator Basics: Facilities</p> <p>L. California School Dashboard Local Indicator Priority 7 Access to Broad Course of Study CUSD will have Met Access to Broad Course of Study.</p> <p>M. CUSD Local Data LEA and LCAP Parent Survey</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
4.15	<p>Action: Enrichment Materials and Supplies.</p> <p>Need: Outcomes for unduplicated pupils, including Students with Disabilities, fall significantly below standards. Regarding chronic absenteeism in kindergarten through grade 8, 40.9% of students were chronically absent in the 2022-2023 school year. The following student groups showed a performance of very high chronic absenteeism:</p> <p>English Learners - 47.2% Socioeconomically Disadvantaged - 42.8% Foster Youth - 22.2%</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	CUSD will purchase materials and supplies to provide an enriched and engaged learning environment. These materials and supplies will support expanding music, visual and performing arts, physical education and dance, health, and social and emotional well-being into the learning environment and school campus.	<p>A. California School Dashboard Graduation Rate Indicator CUSD will meet or exceed the Yellow performance level across all groups, and significant subgroups.</p> <ul style="list-style-type: none"> CUSD Graduation Rate CUSD will annually improve the 4-Year Adjusted Graduation rate. <p>B. California School Dashboard Chronic Absenteeism Indicator CUSD will meet or exceed the Yellow performance level across all groups, and significant subgroups.</p> <p>C. California School Dashboard Suspension Indicator Indicator CUSD will meet or exceed the Yellow performance level across all groups, and significant subgroups.</p> <p>D. California School Dashboard College and Career Indicator CUSD will annually increase the percentage of students across all groups and</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
			<p>significant subgroups as prepared on the College and Career Indicator.</p> <p>E. California School Dashboard Local Indicator Basics: Teachers and Instructional Materials - CUSD will annually maintain status of MET across both criteria as identified by zero number or 0% of findings - Fully Credential Teachers Data</p> <p>F. CUSD Local Data Advanced Placement Passing Rate CUSD will annually increase the percentage of students achieving a passing score of 3 or higher.</p> <p>G. CUSD Local Data Advanced Placement (AP) Course Participation Rates AERIES Analytics Data CUSD will improve the participation rates of students taking Advanced Placement courses across the district and subgroups.</p> <p>H. CUSD Local Data Course Passing Rates</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
			<p>(D/F) Aeries Analytics CUSD will improve the passing rates (D/F) rates of students completing core ELA, Math, History and Science at CHS to support CCI and UC/CSU course requirements.</p> <p>I. CUSD Local Data Middle and High School Dropout rates CUSD will maintain less than 2% annual dropout rate for Bill E. Young Middle School and Calipatria High School programs and across all significant subgroups.</p> <p>J. CUSD Local Data Gr 12 CCI UC/CSU and CTE Rates CUSD will increase the % of students completing UC/CSU course requirements and CTE course pathways.</p> <p>K. California School Dashboard Local Indicator Basics: Facilities CUSD will annually maintain a status of MET for Facilities.</p> <p>L. California School Dashboard Local Indicator</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
			<p>Priority 7 Access to Broad Course of Study CUSD will have Met Access to Broad Course of Study.</p> <p>M. CUSD Local Data LEA and LCAP Parent Survey CUSD will annually improve the percentage of parents reporting Strongly Agree and Agree that their child is receiving instruction that will prepare them to meet state standards and prepare them for college and career readiness.</p>
4.17	<p>Action: Classified Extended Learning Staff</p> <p>Need: Outcomes for unduplicated pupils, including Students with Disabilities, fall significantly below standards. Regarding chronic absenteeism in kindergarten through grade 8, 40.9% of students were chronically absent in the 2022-2023 school year. The following student groups showed a performance of very high chronic absenteeism:</p> <p>English Learners - 47.2% Socioeconomically Disadvantaged - 42.8% Foster Youth - 22.2%</p>	CUSD will support classified staffing to provide additional after-school, summer, and extended day learning opportunities for students struggling to meet grade-level standards, credit accrual, or state accountability measures. Instructional services will prioritize the successful completion of the coursework necessary for improving College and Career Indicator outcomes and afford unduplicated pupils access to additional services and resources.	<p>A. California School Dashboard Graduation Rate Indicator</p> <p>B. California School Dashboard Chronic Absenteeism Indicator</p> <p>C. California School Dashboard Suspension Indicator Indicator</p> <p>D. California School Dashboard College and Career Indicator</p> <p>E. California School Dashboard Local Indicator</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>Scope: Limited to Unduplicated Student Group(s)</p>		<p>Basics: Teachers and Instructional Materials -</p> <p>F. CUSD Local Data Advanced Placement Passing Rate</p> <p>G. CUSD Local Data Advanced Placement (AP) Course Participation Rates AERIES Analytics Data</p> <p>H. CUSD Local Data Course Passing Rates (D/F) Aeries Analytics.</p> <p>I. CUSD Local Data Middle and High School Dropout rates</p> <p>J. CUSD Local Data Gr 12 CCI UC/CSU and CTE Rates</p> <p>K. California School Dashboard Local Indicator Basics: Facilities</p> <p>L. California School Dashboard Local Indicator Priority 7 Access to Broad Course of Study CUSD will have Met Access to Broad Course of Study.</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
			M. CUSD Local Data LEA and LCAP Parent Survey
5.1	<p>Action: Certificated Centralized Services Administrative Staff.</p> <p>Need: Based on the 2023 California School Dashboard Data, the following needs were identified.</p> <p>Bill E. Young Middle School Suspension Rate status is identified as Medium Performance - (2022-2023 Suspension Rate - Middle School-Indicator)</p> <ul style="list-style-type: none"> English learners, Orange, Medium Performance, 10.4% Socioeconomically Disadvantaged, Orange, Medium Performance, 11.3% Students with Disabilities, Red, Very Low Performance, 18.6% Hispanic, Orange, Medium Performance, 10.1% <p>Calipatria High School Suspension Rate status is identified as Very Low Performance - (2022-2023 Suspension Rate - Middle School-Indicator)</p> <ul style="list-style-type: none"> English learners, Red, Very Low Performance, 17.1% 	CUSD will provide centralized services staffing to coordinate student and parent engagement activities and provide staff training, both certificated and classified, to address student outcomes for unduplicated pupils outlined in the LCAP. Staff will provide technical assistance for the site and district-level activities to address suspension and expulsion outcomes and strategies for alternative student support.	<p>A. CUSD Local Data 2022-2023 Local Indicator Priority 3 Parent and Family Engagement Reflection Tool</p> <p>B. CUSD Local Data Local Indicator Priority 6 School Climate, California Healthy Kids Survey</p> <p>C. CUSD Local Data Local Indicator Priority 2 Implementation of State Academic Standards Reflection Tool CUSD will increase staff participation in the Priority 2 survey annually.</p> <p>D. CUSD Local Data LEA and LCAP Parent Survey</p> <p>E. CUSD Local Data Suspension - California Schools Dashboard CUSD will maintain suspension rates lower than county and state rates across all significant subgroups.</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<ul style="list-style-type: none"> • Socioeconomically Disadvantaged, Red, Very Low Performance, 12.3% • Students with Disabilities, Red, Very Low Performance, 14% • Hispanic, Red, Very Low Performance, 9.6% <p>Fremont Primary School Suspension Rate status is identified as High Performance - (2022-2023 Suspension Rate - Middle School-Indicator)</p> <ul style="list-style-type: none"> • English learners, Blue, Very High Performance, 0.0% • Socioeconomically Disadvantaged, Green, High Performance, 0.3% • Students with Disabilities, Blue, Very High Performance, 0.0% • Hispanic, Green, High Performance, 0.3% <p>Grace Smith Elementary Suspension Rate status is identified as Medium Performance - (2022-2023 Suspension Rate - Middle School-Indicator)</p> <ul style="list-style-type: none"> • English learners, No Performance Color, 0.0% • Socioeconomically Disadvantaged, Orange, Medium Performance, 2.6% • Hispanic, Green, High Performance, 1.7% <p>Scope:</p>		

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Limited to Unduplicated Student Group(s)		
5.3	<p>Action: Certificated Pupil Personnel Services (PPS) School Psychologist Staffing.</p> <p>Need: Based on the 2023 California School Dashboard Data, the following needs were identified.</p> <p>Bill E. Young Middle School Suspension Rate status is identified as Medium Performance - (2022-2023 Suspension Rate - Middle School-Indicator)</p> <ul style="list-style-type: none"> English learners, Orange, Medium Performance, 10.4% Socioeconomically Disadvantaged, Orange, Medium Performance, 11.3% Students with Disabilities, Red, Very Low Performance, 18.6% Hispanic, Orange, Medium Performance, 10.1% <p>Calipatria High School Suspension Rate status is identified as Very Low Performance - (2022-2023 Suspension Rate - Middle School-Indicator)</p> <ul style="list-style-type: none"> English learners, Red, Very Low Performance, 17.1% Socioeconomically Disadvantaged, Red, Very Low Performance, 12.3% 	CUSD will support the mental health, behavioral, and academic intervention services for unduplicated students through targeted group and individual counseling services provided by a Fremont and Grace Smith school psychologist.	<p>A. CUSD Local Data 2022-2023 Local Indicator Priority 3 Parent and Family Engagement Reflection Tool</p> <p>B. CUSD Local Data Local Indicator Priority 6 School Climate, California Healthy Kids Survey</p> <p>C. CUSD Local Data Local Indicator Priority 2 Implementation of State Academic Standards Reflection Tool CUSD will increase staff participation in the Priority 2 survey annually.</p> <p>D. CUSD Local Data LEA and LCAP Parent Survey</p> <p>E. CUSD Local Data Suspension - California Schools Dashboard CUSD will maintain suspension rates lower than county and state rates across all significant subgroups.</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<ul style="list-style-type: none"> Students with Disabilities, Red, Very Low Performance, 14% Hispanic, Red, Very Low Performance, 9.6% <p>Fremont Primary School Suspension Rate status is identified as High Performance - (2022-2023 Suspension Rate - Middle School-Indicator)</p> <ul style="list-style-type: none"> English learners, Blue, Very High Performance, 0.0% Socioeconomically Disadvantaged, Green, High Performance, 0.3% Students with Disabilities, Blue, Very High Performance, 0.0% Hispanic, Green, High Performance, 0.3% <p>Grace Smith Elementary Suspension Rate status is identified as Medium Performance - (2022-2023 Suspension Rate - Middle School-Indicator)</p> <ul style="list-style-type: none"> English learners, No Performance Color, 0.0% Socioeconomically Disadvantaged, Orange, Medium Performance, 2.6% Hispanic, Green, High Performance, 1.7% <p>Scope: Limited to Unduplicated Student Group(s)</p>		

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
5.4	<p>Action: Classified Resource Technician Staff.</p> <p>Need: Based on the 2023 California School Dashboard Data, the following needs were identified.</p> <p>Bill E. Young Middle School Suspension Rate status is identified as Medium Performance - (2022-2023 Suspension Rate - Middle School-Indicator)</p> <ul style="list-style-type: none"> English learners, Orange, Medium Performance, 10.4% Socioeconomically Disadvantaged, Orange, Medium Performance, 11.3% Hispanic, Orange, Medium Performance, 10.1% <p>Calipatria High School Suspension Rate status is identified as Very Low Performance - (2022-2023 Suspension Rate - Middle School-Indicator)</p> <ul style="list-style-type: none"> English learners, Red, Very Low Performance, 17.1% Socioeconomically Disadvantaged, Red, Very Low Performance, 12.3% Hispanic, Red, Very Low Performance, 9.6% <p>Fremont Primary School Suspension Rate status is identified as High Performance - (2022-2023 Suspension Rate - Middle School-</p>	CUSD will maintain supplemental staffing to support student and parent engagement activities. District resource staff will provide increased services to three school sites, including parent contacts, targeted attendance interventions, home visits, and assessment support for unduplicated pupils.	<p>A. CUSD Local Data 2022-2023 Local Indicator Priority 3 Parent and Family Engagement Reflection Tool</p> <p>B. CUSD Local Data Local Indicator Priority 6 School Climate, California Healthy Kids Survey</p> <p>C. CUSD Local Data Local Indicator Priority 2 Implementation of State Academic Standards Reflection Tool CUSD will increase staff participation in the Priority 2 survey annually.</p> <p>D. CUSD Local Data LEA and LCAP Parent Survey</p> <p>E. CUSD Local Data Suspension - California Schools Dashboard CUSD will maintain suspension rates lower than county and state rates across all significant subgroups.</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>Indicator)</p> <ul style="list-style-type: none"> English learners, Blue, Very High Performance, 0.0% Socioeconomically Disadvantaged, Green, High Performance, 0.3% Hispanic, Green, High Performance, 0.3% <p>Grace Smith Elementary Suspension Rate status is identified as Medium Performance - (2022-2023 Suspension Rate - Middle School-Indicator)</p> <ul style="list-style-type: none"> English learners, No Performance Color, 0.0% Socioeconomically Disadvantaged, Orange, Medium Performance, 2.6% Hispanic, Green, High Performance, 1.7% <p>Scope: Limited to Unduplicated Student Group(s)</p>		
5.5	<p>Action: Contracted Health Services.</p> <p>Need: Based on the 2023 California School Dashboard Data, the following needs were identified.</p> <p>Bill E. Young Middle School Suspension Rate status is identified as Medium Performance -</p>	<p>CUSD will provide health aide services to promote positive and regular school attendance. The health aide will provide consulting services for students, parents, and families with health-related issues impacting educational progress. The health aide is additional staffing to support the contracted Nursing services with the Imperial County Office of Education. CUSD will provide additional health services to increase on-site services across the district and district telehealth contracted services.</p>	<p>A. CUSD Local Data 2022-2023 Local Indicator Priority 3 Parent and Family Engagement Reflection Tool</p> <p>B. CUSD Local Data Local Indicator Priority 6 School Climate, California Healthy Kids Survey</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>(2022-2023 Suspension Rate - Middle School-Indicator)</p> <ul style="list-style-type: none"> English learners, Orange, Medium Performance, 10.4% Socioeconomically Disadvantaged, Orange, Medium Performance, 11.3% Hispanic, Orange, Medium Performance, 10.1% <p>Calipatria High School Suspension Rate status is identified as Very Low Performance - (2022-2023 Suspension Rate - Middle School-Indicator)</p> <ul style="list-style-type: none"> English learners, Red, Very Low Performance, 17.1% Socioeconomically Disadvantaged, Red, Very Low Performance, 12.3% Hispanic, Red, Very Low Performance, 9.6% <p>Fremont Primary School Suspension Rate status is identified as High Performance - (2022-2023 Suspension Rate - Middle School-Indicator)</p> <ul style="list-style-type: none"> English learners, Blue, Very High Performance, 0.0% Socioeconomically Disadvantaged, Green, High Performance, 0.3% Hispanic, Green, High Performance, 0.3% <p>Grace Smith Elementary Suspension Rate</p>		<p>C. CUSD Local Data Local Indicator Priority 2 Implementation of State Academic Standards Reflection Tool CUSD will increase staff participation in the Priority 2 survey annually.</p> <p>D. CUSD Local Data LEA and LCAP Parent Survey</p> <p>E. CUSD Local Data Suspension - California Schools Dashboard CUSD will maintain suspension rates lower than county and state rates across all significant subgroups.</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>status is identified as Medium Performance - (2022-2023 Suspension Rate - Middle School-Indicator)</p> <ul style="list-style-type: none"> English learners, No Performance Color, 0.0% Socioeconomically Disadvantaged, Orange, Medium Performance, 2.6% Hispanic, Green, High Performance, 1.7% <p>Scope: Limited to Unduplicated Student Group(s)</p>		
5.6	<p>Action: Parent Engagement Materials and Supplies.</p> <p>Need: Based on the 2023 California School Dashboard Data, the following needs were identified.</p> <p>Bill E. Young Middle School Suspension Rate status is identified as Medium Performance - (2022-2023 Suspension Rate - Middle School-Indicator)</p> <ul style="list-style-type: none"> English learners, Orange, Medium Performance, 10.4% Socioeconomically Disadvantaged, Orange, Medium Performance, 11.3% Hispanic, Orange, Medium Performance, 10.1% 	<p>CUSD will purchase materials and supplies to support parent engagement activities across the district and, in collaboration with community agencies, increase parent and family engagement of students at Calipatria High School, Fremont Primary School, Grace Smith School, and Bill Young Jr. Middle School.</p>	<p>A. CUSD Local Data 2022-2023 Local Indicator Priority 3 Parent and Family Engagement Reflection Tool</p> <p>B. CUSD Local Data Local Indicator Priority 6 School Climate, California Healthy Kids Survey</p> <p>C. CUSD Local Data Local Indicator Priority 2 Implementation of State Academic Standards Reflection Tool CUSD will increase staff participation in the Priority 2 survey annually.</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>Calipatria High School Suspension Rate status is identified as Very Low Performance - (2022-2023 Suspension Rate - Middle School-Indicator)</p> <ul style="list-style-type: none"> English learners, Red, Very Low Performance, 17.1% Socioeconomically Disadvantaged, Red, Very Low Performance, 12.3% Hispanic, Red, Very Low Performance, 9.6% <p>Fremont Primary School Suspension Rate status is identified as High Performance - (2022-2023 Suspension Rate - Middle School-Indicator)</p> <ul style="list-style-type: none"> English learners, Blue, Very High Performance, 0.0% Socioeconomically Disadvantaged, Green, High Performance, 0.3% Hispanic, Green, High Performance, 0.3% <p>Grace Smith Elementary Suspension Rate status is identified as Medium Performance - (2022-2023 Suspension Rate - Middle School-Indicator)</p> <ul style="list-style-type: none"> English learners, No Performance Color, 0.0% Socioeconomically Disadvantaged, Orange, Medium Performance, 2.6% Hispanic, Green, High Performance, 1.7% 		<p>D. CUSD Local Data LEA and LCAP Parent Survey</p> <p>E. CUSD Local Data Suspension - California Schools Dashboard CUSD will maintain suspension rates lower than county and state rates across all significant subgroups.</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Scope: Limited to Unduplicated Student Group(s)		
5.7	<p>Action: Student Engagement Materials and Supplies.</p> <p>Need: Based on the 2023 California School Dashboard Data, the following needs were identified.</p> <p>Bill E. Young Middle School Suspension Rate status is identified as Medium Performance - (2022-2023 Suspension Rate - Middle School-Indicator)</p> <ul style="list-style-type: none"> English learners, Orange, Medium Performance, 10.4% Socioeconomically Disadvantaged, Orange, Medium Performance, 11.3% Hispanic, Orange, Medium Performance, 10.1% <p>Calipatria High School Suspension Rate status is identified as Very Low Performance - (2022-2023 Suspension Rate - Middle School-Indicator)</p> <ul style="list-style-type: none"> English learners, Red, Very Low Performance, 17.1% Socioeconomically Disadvantaged, Red, Very Low Performance, 12.3% 	CUSD will purchase materials and supplies to support student activities and increase student engagement, including incentives and recognition, for unduplicated pupils.	<p>A. CUSD Local Data 2022-2023 Local Indicator Priority 3 Parent and Family Engagement Reflection Tool</p> <p>B. CUSD Local Data Local Indicator Priority 6 School Climate, California Healthy Kids Survey</p> <p>C. CUSD Local Data Local Indicator Priority 2 Implementation of State Academic Standards Reflection Tool CUSD will increase staff participation in the Priority 2 survey annually.</p> <p>D. CUSD Local Data LEA and LCAP Parent Survey</p> <p>E. CUSD Local Data Suspension - California Schools Dashboard CUSD will maintain suspension rates lower than county and state rates across all significant subgroups.</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<ul style="list-style-type: none"> Hispanic, Red, Very Low Performance, 9.6% <p>Fremont Primary School Suspension Rate status is identified as High Performance - (2022-2023 Suspension Rate - Middle School-Indicator)</p> <ul style="list-style-type: none"> English learners, Blue, Very High Performance, 0.0% Socioeconomically Disadvantaged, Green, High Performance, 0.3% Hispanic, Green, High Performance, 0.3% <p>Grace Smith Elementary Suspension Rate status is identified as Medium Performance - (2022-2023 Suspension Rate - Middle School-Indicator)</p> <ul style="list-style-type: none"> English learners, No Performance Color, 0.0% Socioeconomically Disadvantaged, Orange, Medium Performance, 2.6% Hispanic, Green, High Performance, 1.7% <p>Scope: Limited to Unduplicated Student Group(s)</p>		
5.8	<p>Action: Professional Consulting Services</p> <p>Need:</p>	CUSD will add professional consulting services to increase staff support and address school climate improvement strategies. Reinforcement of targeted federal and state laws impacting student outcomes	A. CUSD Local Data 2022-2023 Local Indicator Priority 3 Parent and

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>Based on the 2023 California School Dashboard Data, the following needs were identified.</p> <p>Bill E. Young Middle School Suspension Rate status is identified as Medium Performance - (2022-2023 Suspension Rate - Middle School-Indicator)</p> <ul style="list-style-type: none"> English learners, Orange, Medium Performance, 10.4% Socioeconomically Disadvantaged, Orange, Medium Performance, 11.3% Hispanic, Orange, Medium Performance, 10.1% <p>Calipatria High School Suspension Rate status is identified as Very Low Performance - (2022-2023 Suspension Rate - Middle School-Indicator)</p> <ul style="list-style-type: none"> English learners, Red, Very Low Performance, 17.1% Socioeconomically Disadvantaged, Red, Very Low Performance, 12.3% Hispanic, Red, Very Low Performance, 9.6% <p>Fremont Primary School Suspension Rate status is identified as High Performance - (2022-2023 Suspension Rate - Middle School-Indicator)</p> <ul style="list-style-type: none"> English learners, Blue, Very High Performance, 0.0% 	<p>will be vital to improving staff knowledge and reinforcement of interventions for unduplicated pupils. Acquisition of self-paced consulting services for staff will allow flexibility for staff to engage in site—and classroom-specific needs to target improvement for unduplicated students.</p>	<p>Family Engagement Reflection Tool</p> <p>B. CUSD Local Data Local Indicator Priority 6 School Climate, California Healthy Kids Survey</p> <p>C. CUSD Local Data Local Indicator Priority 2 Implementation of State Academic Standards Reflection Tool CUSD will increase staff participation in the Priority 2 survey annually.</p> <p>D. CUSD Local Data LEA and LCAP Parent Survey</p> <p>E. CUSD Local Data Suspension - California Schools Dashboard CUSD will maintain suspension rates lower than county and state rates across all significant subgroups.</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<ul style="list-style-type: none"> • Socioeconomically Disadvantaged, Green, High Performance, 0.3% • Hispanic, Green, High Performance, 0.3% <p>Grace Smith Elementary Suspension Rate status is identified as Medium Performance - (2022-2023 Suspension Rate - Middle School-Indicator)</p> <ul style="list-style-type: none"> • English learners, No Performance Color, 0.0% • Socioeconomically Disadvantaged, Orange, Medium Performance, 2.6% • Hispanic, Green, High Performance, 1.7% <p>Scope: Limited to Unduplicated Student Group(s)</p>		
5.11	<p>Action: Home to School Communication</p> <p>Need: Based on the 2023 California School Dashboard Data, the following needs were identified.</p> <p>Bill E. Young Middle School Suspension Rate status is identified as Medium Performance - (2022-2023 Suspension Rate - Middle School-Indicator)</p>	CUSD will provide additional support for home-to-school communication to support the achievement of unduplicated pupils.	<p>A. CUSD Local Data 2022-2023 Local Indicator Priority 3 Parent and Family Engagement Reflection Tool</p> <p>B. CUSD Local Data Local Indicator Priority 6 School Climate, California Healthy Kids Survey</p> <p>C. CUSD Local Data Local Indicator Priority 2 Implementation of State Academic Standards</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<ul style="list-style-type: none"> English learners, Orange, Medium Performance, 10.4% Socioeconomically Disadvantaged, Orange, Medium Performance, 11.3% Students with Disabilities, Red, Very Low Performance, 18.6% Hispanic, Orange, Medium Performance, 10.1% <p>Calipatria High School Suspension Rate status is identified as Very Low Performance - (2022-2023 Suspension Rate - Middle School-Indicator)</p> <ul style="list-style-type: none"> English learners, Red, Very Low Performance, 17.1% Socioeconomically Disadvantaged, Red, Very Low Performance, 12.3% Hispanic, Red, Very Low Performance, 9.6% <p>Fremont Primary School Suspension Rate status is identified as High Performance - (2022-2023 Suspension Rate - Middle School-Indicator)</p> <ul style="list-style-type: none"> English learners, Blue, Very High Performance, 0.0% Socioeconomically Disadvantaged, Green, High Performance, 0.3% Hispanic, Green, High Performance, 0.3% <p>Grace Smith Elementary Suspension Rate</p>		<p>Reflection Tool CUSD will increase staff participation in the Priority 2 survey annually.</p> <p>D. CUSD Local Data LEA and LCAP Parent Survey</p> <p>E. CUSD Local Data Suspension - California Schools Dashboard CUSD will maintain suspension rates lower than county and state rates across all significant subgroups.</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>status is identified as Medium Performance - (2022-2023 Suspension Rate - Middle School-Indicator)</p> <ul style="list-style-type: none"> English learners, No Performance Color, 0.0% Socioeconomically Disadvantaged, Orange, Medium Performance, 2.6% Hispanic, Green, High Performance, 1.7% <p>Scope: Limited to Unduplicated Student Group(s)</p>		
5.12	<p>Action: Professional Development Consulting Travel and Conference Fees</p> <p>Need: Based on the 2023 California School Dashboard Data, the following needs were identified.</p> <p>Bill E. Young Middle School Suspension Rate status is identified as Medium Performance - (2022-2023 Suspension Rate - Middle School-Indicator)</p> <ul style="list-style-type: none"> English learners, Orange, Medium Performance, 10.4% Socioeconomically Disadvantaged, Orange, Medium Performance, 11.3% 	<p>CUSD will provide travel and conference in-house professional development or local conferences for staff to participate in local, regional, and state travel to support improving programs and services for unduplicated pupils addressed in the LCAP. Conference and registration fees, hotel accommodations, travel, and meals. CUSD will provide Professional development opportunities in different versions: (1) locally housed at the district level or other local entities and (2) travel and conference. The determination of what is attended will be on availability and choice. These opportunities will be available for certificate and classified staff. For in-house PD sessions, materials, supplies, salaries for substitutes, and a stipend for activities outside contact hours will be included as part of this action.</p>	<p>A. CUSD Local Data 2022-2023 Local Indicator Priority 3 Parent and Family Engagement Reflection Tool</p> <p>B. CUSD Local Data Local Indicator Priority 6 School Climate, California Healthy Kids Survey</p> <p>C. CUSD Local Data Local Indicator Priority 2 Implementation of State Academic Standards Reflection Tool CUSD will increase staff participation in the Priority 2 survey annually.</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<ul style="list-style-type: none"> Students with Disabilities, Red, Very Low Performance, 18.6% Hispanic, Orange, Medium Performance, 10.1% <p>Calipatria High School Suspension Rate status is identified as Very Low Performance - (2022-2023 Suspension Rate - Middle School-Indicator)</p> <ul style="list-style-type: none"> English learners, Red, Very Low Performance, 17.1% Socioeconomically Disadvantaged, Red, Very Low Performance, 12.3% Hispanic, Red, Very Low Performance, 9.6% <p>Fremont Primary School Suspension Rate status is identified as High Performance - (2022-2023 Suspension Rate - Middle School-Indicator)</p> <ul style="list-style-type: none"> English learners, Blue, Very High Performance, 0.0% Socioeconomically Disadvantaged, Green, High Performance, 0.3% Hispanic, Green, High Performance, 0.3% <p>Grace Smith Elementary Suspension Rate status is identified as Medium Performance - (2022-2023 Suspension Rate - Middle School-Indicator)</p> <ul style="list-style-type: none"> English learners, No Performance Color, 0.0% 		<p>D. CUSD Local Data LEA and LCAP Parent Survey</p> <p>E. CUSD Local Data Suspension - California Schools Dashboard CUSD will maintain suspension rates lower than county and state rates across all significant subgroups.</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<ul style="list-style-type: none"> Socioeconomically Disadvantaged, Orange, Medium Performance, 2.6% Hispanic, Green, High Performance, 1.7% <p>Scope: Limited to Unduplicated Student Group(s)</p>		
5.13	<p>Action: Engagement Strategies Materials and Supplies</p> <p>Need: Based on the 2023 California School Dashboard Data, the following needs were identified.</p> <p>Bill E. Young Middle School Suspension Rate status is identified as Medium Performance - (2022-2023 Suspension Rate - Middle School-Indicator)</p> <ul style="list-style-type: none"> English learners, Orange, Medium Performance, 10.4% Socioeconomically Disadvantaged, Orange, Medium Performance, 11.3% Hispanic, Orange, Medium Performance, 10.1% <p>Calipatria High School Suspension Rate status is identified as Very Low Performance - (2022-2023 Suspension Rate - Middle School-</p>	CUSD will purchase supplemental materials and supplies to support strategies to improve school climate, pupil engagement, and alternative supports for intervention and discipline. CUSD will use sensory rooms, community service restitution programs, and positive behavior supports. CUSD will use flexible classroom seating options to support the needs of unduplicated pupils.	<p>A. CUSD Local Data 2022-2023 Local Indicator Priority 3 Parent and Family Engagement Reflection Tool</p> <p>B. CUSD Local Data Local Indicator Priority 6 School Climate, California Healthy Kids Survey</p> <p>C. CUSD Local Data Local Indicator Priority 2 Implementation of State Academic Standards Reflection Tool CUSD will increase staff participation in the Priority 2 survey annually.</p> <p>D. CUSD Local Data LEA and LCAP Parent Survey</p> <p>E. CUSD Local Data Suspension - California Schools Dashboard CUSD will maintain suspension</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>Indicator)</p> <ul style="list-style-type: none"> English learners, Red, Very Low Performance, 17.1% Socioeconomically Disadvantaged, Red, Very Low Performance, 12.3% Hispanic, Red, Very Low Performance, 9.6% <p>Fremont Primary School Suspension Rate status is identified as High Performance - (2022-2023 Suspension Rate - Middle School-Indicator)</p> <ul style="list-style-type: none"> English learners, Blue, Very High Performance, 0.0% Socioeconomically Disadvantaged, Green, High Performance, 0.3% Students with Disabilities, Blue, Very High Performance, 0.0% Hispanic, Green, High Performance, 0.3% <p>Grace Smith Elementary Suspension Rate status is identified as Medium Performance - (2022-2023 Suspension Rate - Middle School-Indicator)</p> <ul style="list-style-type: none"> English learners, No Performance Color, 0.0% Socioeconomically Disadvantaged, Orange, Medium Performance, 2.6% Students with Disabilities, No Data Reported Hispanic, Green, High Performance, 1.7% 		<p>rates lower than county and state rates across all significant subgroups.</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Scope: Limited to Unduplicated Student Group(s)		

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

The planned qualitative service improvement is 3.51% of the required LEA percentage. Since the professional development staff and virtual tools will utilize resources and staff in-house, the LEA will not be required to spend dollars for outside consultants and trainers nor the additional on-site tech staff, with the estimated percentage of improved services to be 3.51 percent.

Additionally, as demonstrated by the English fluency achievement of English Learners on the ELPAC, CAASPP ELA data, and input from engagement partners, English Learners are struggling to demonstrate annual improvement in English acquisition and reclassification outcomes. To address this need, CUSD will improve the quality of district-provided professional development and consulting services provided in academic vocabulary and language instruction through the establishment of a monthly virtual professional development format for all staff to engage with to improve the academic progress of English Language Learners on state SBAC outcomes and acquisition of English fluency (Goal 3.0 Action 3.7). District, site administrators, and resource teachers will collaborate to develop the monthly video series. We expect this will significantly impact the ELPAC results and reclassification outcomes for English Learners, as well as improve the delivery of academic vocabulary and language instruction to benefit all unduplicated students. The virtual professional development series will consist of 7 administrative and resource staff. The projected cost of outsourcing this virtual professional development series will consist of 7 administrative and resource staff. The project cost of outsourcing this virtual professional development is \$425,529.53. The estimated cost of these by monthly video production company services to produce two 10-minute videos per month is \$20,000 for eight months at \$320,000.00, 2 part-time classified technology staff to support video series three days a week for 34 weeks \$105,529.53. The planned qualitative service improvement is 3.51% of the required LEA percentage. Since the professional development staff and virtual tools will utilize resources and staff in-house, the LEA will not be required to spend \$425,529.23 for outside consultants and trainers nor the additional on-site tech staff, with the estimated percentage of improved services to be 3.51 percent.

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.

- Calipatria Unified has a high concentration of foster youth, English learners, and low-income students across all four sites and can provide additional concentration grant add-on funding to support students across all sites and district-wide services.
- Calipatria Unified will increase certificated staffing with additional counseling services (4.1) to support the achievement of foster youth, English learners, and low-income students across all LCAP goals - Calipatria High School, Bill Young Jr. Middle School, Fremont Primary School, and Grace Smith.
 - Calipatria Unified will increase classified staffing by adding direct services to the classroom (1.5 and 1.8, Fremont Primary School and Grace Smith.) with instructional paraprofessionals and increased custodial and maintenance staff to support safe schools (4.5, Calipatria High School, Bill Young Jr. Middle School, Fremont Primary School, and Grace Smith.).
 - Calipatria Unified will increase extended learning opportunities by increasing certificated (4.4) and classified (4.17) staffing to provide direct student services -- Calipatria High School, Bill Young Jr. Middle School, Fremont Primary School, and Grace Smith.
 - Calipatria Unified will increase contracted health services and provide direct staff to address students' on-site health services needs (5.5, Calipatria High School, Bill Young Jr. Middle School, Fremont Primary School, and Grace Smith.).

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

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	\$11,894,173	4,729,333	39.762%	12.891%	52.653%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$6,319,634.00	\$0.00	\$0.00	\$0.00	\$6,319,634.00	\$4,097,471.00	\$2,222,163.00

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	Certificated Teaching Staff to support English Language Arts instruction.	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Calpatia High School and Bill Young Middle School 5 through 12		\$485,254.00	\$0.00	\$485,254.00	\$0.00	\$0.00	\$0.00	\$485,254.00	
1	1.2	English Language Arts Supplemental Instructional Materials and Supplies.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Calpatia High School, Fremont Primary , Bill Young Middle School, and Grace Smith 3 through 12		\$53,000.00	\$0.00	\$53,000.00	\$0.00	\$0.00	\$0.00	\$53,000.00	
1	1.3	English Language Arts Professional Development - Travel and Conferences and/or Consulting Fees	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Calpatia High School, Fremont Primary , Bill Young		\$28,749.00	\$25,251.00	\$54,000.00	\$0.00	\$0.00	\$0.00	\$54,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
							Middle School, and Grace Smith 3 through 12									
1	1.4	Certificated Resource Teachers.	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Fremont Primary and Bill Young Jr. Middle School TK through Grade 8		\$277,759.00	\$0.00	\$277,759.00	\$0.00	\$0.00	\$0.00	\$277,759.00	
1	1.5	Classified Instructional Staffing to support English Language Arts.	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	Specific Schools: Fremont Primary and Grace Smith TK through 4		\$93,436.00	\$0.00	\$93,436.00	\$0.00	\$0.00	\$0.00	\$93,436.00	
1	1.6	Classified Staffing to support access to Technology.	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	Specific Schools: Fremont PrimaryFremont Primary School TK through Grade 4		\$34,517.00	\$0.00	\$34,517.00	\$0.00	\$0.00	\$0.00	\$34,517.00	
1	1.7	Intervention Instructional Materials and Supplies.	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	Specific Schools: Fremont Primary and BillYoung Middle School TK through Grade 8		\$0.00	\$80,000.00	\$80,000.00	\$0.00	\$0.00	\$0.00	\$80,000.00	
1	1.8	Classified Staffing to Support Transitional Kindergarten and Kindergarten.	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated	English Learners Foster Youth	Specific Schools: Grace Smith		\$248,494.00	\$0.00	\$248,494.00	\$0.00	\$0.00	\$0.00	\$248,494.00	

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
					Student Group(s)	Low Income	School and Fremont Primary TK through Grade 4									
2	2.1	Certificated Teaching Staff to support Mathematics instruction	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Calipatria High School and Bill Young Jr. Middle School Grade 5 through 12		\$252,062.00	\$0.00	\$252,062.00	\$0.00	\$0.00	\$0.00	\$252,062.00	
2	2.2	Mathematics Supplemental Instructional Materials and Supplies	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Calipatria High School, Bill Young Middle School, Fremont Elementary, and Grace Smith TK through Grade 12		\$0.00	\$50,500.00	\$50,500.00	\$0.00	\$0.00	\$0.00	\$50,500.00	
2	2.3	Certificated Resource Teachers	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Calipatria High School and Bill Young Jr. Middle School Grades 5 through 12		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
2	2.4	Mathematics Professional Development -	English Learners Foster Youth	Yes	LEA-wide	English Learners Foster Youth	Specific Schools: Calipatria		\$28,749.00	\$26,251.00	\$55,000.00	\$0.00	\$0.00	\$0.00	\$55,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
		Travel and Conferences and/or Consulting Fees	Low Income			Low Income	High School, Fremont Elementary, Grace Smith School, and Bill Young Jr. Middle School. TK through Grade 12									
2	2.5	Supplemental Mathematics Staffing	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Calipatria High School, Bill Young Middle School, Fremont Elementary, and Grace Smith TK through Grade 12		\$235,861.00	\$0.00	\$235,861.00	\$0.00	\$0.00	\$0.00	\$235,861.00	
3	3.1	Certificated Teaching Staff to support English Language Development.	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	Specific Schools: Calipatria High School and Bill Young Jr. Middle School Grades 5 through 12		\$91,781.00	\$0.00	\$91,781.00	\$0.00	\$0.00	\$0.00	\$91,781.00	
3	3.2	Classified paraprofessionals instructional aides for English Learners.	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools: Calipatria High School, Bill Young		\$153,377.00	\$0.00	\$153,377.00	\$0.00	\$0.00	\$0.00	\$153,377.00	

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
							Middle School, Fremont Elementary, and Grace Smith TK through Grade 12									
3	3.3	English Learners Professional Development - Travel and Conferences and/or Consulting Fees	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools: Calipatria High School, Bill Young Middle School, Fremont Elementary, and Grace Smith TK through Grade 12		\$11,741.00	\$44,635.00	\$56,376.00	\$0.00	\$0.00	\$0.00	\$56,376.00	
3	3.4	English Learner Supplemental Instructional Materials and Supplies.	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools: Calipatria High School, Bill Young Middle School, Fremont Elementary, and Grace Smith TK through Grade 12		\$0.00	\$18,000.00	\$18,000.00	\$0.00	\$0.00	\$0.00	\$18,000.00	
3	3.5	Certificated and Classified for English Learner Collaboration.	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools: Calipatria High		\$12,317.00	\$0.00	\$12,317.00	\$0.00	\$0.00	\$0.00	\$12,317.00	

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)		School, Bill Young Middle School, Fremont Elementary, and Grace Smith TK through Grade 12									
3	3.6	Improving Academic Vocabulary and English Learners Professional Development.	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools: Calipatria High School, Bill Young Middle School, Fremont Elementary, and Grace Smith TK through Grade 12		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	3.51
4	4.1	Certificated Pupil Personnel Services (PPS) Counseling Services.	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Calipatria High School, Bill Young Middle School, Fremont Elementary, and Grace Smith TK through Grade 12		\$289,080.00	\$0.00	\$289,080.00	\$0.00	\$0.00	\$0.00	\$289,080.00	
4	4.2	Certificated Career Technical Education (CTE) Staff.	English Learners Foster Youth	Yes	School wide	English Learners Foster Youth	Specific Schools: Calipatria		\$100,470.00	\$0.00	\$100,470.00	\$0.00	\$0.00	\$0.00	\$100,470.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
			Low Income			Low Income	High School Grades 9 through 12									
4	4.3	Classified Support Staff for Attendance.	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Calipatria High School, Grace Smith School, Bill Young Jr. Middle School, and Fremont Primary School. TK through Grade 12		\$190,549.00	\$0.00	\$190,549.00	\$0.00	\$0.00	\$0.00	\$190,549.00	
4	4.4	Certificated Extended Learning Staff.	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools: Calipatria High School, Bill Young Middle School, Fremont Elementary, and Grace Smith TK through Grade 12		\$110,429.00	\$0.00	\$110,429.00	\$0.00	\$0.00	\$0.00	\$110,429.00	
4	4.5	Classified Staffing for Safe Schools.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Calipatria High School, Bill Young Middle School,		\$383,696.00	\$0.00	\$383,696.00	\$0.00	\$0.00	\$0.00	\$383,696.00	

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
							Fremont Elementary, and Grace Smith TK through Grade 12									
4	4.6	Classified Staffing for Transportation	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Calipatria High School, Bill Young Middle School, Fremont Elementary, and Grace Smith TK through Grade 12		\$142,534.00	\$0.00	\$142,534.00	\$0.00	\$0.00	\$0.00	\$142,534.00	
4	4.7	Classified Staffing for Technology.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Calipatria High School, Bill Young Middle School, Fremont Elementary, and Grace Smith TK through Grade 12		\$124,431.00	\$0.00	\$124,431.00	\$0.00	\$0.00	\$0.00	\$124,431.00	
4	4.8	Supplemental Instructional Materials and Resources Small Group Intervention.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Calipatria High School, Bill		\$0.00	\$198,000.00	\$198,000.00	\$0.00	\$0.00	\$0.00	\$198,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
							Young Middle School, Fremont Elementary, and Grace Smith TK through Grade 12									
4	4.9	Technology Tools and Non Capitalized Equipment.	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools: Calipatria High School, Bill Young Middle School, Fremont Elementary, and Grace Smith TK through Grade 12		\$0.00	\$135,000.00	\$135,000.00	\$0.00	\$0.00	\$0.00	\$135,000.00	
4	4.10	Supplemental Materials and Supplies for Universal Access.	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools: Calipatria High School, Bill Young Middle School, Fremont Elementary, and Grace Smith TK through Grade 12		\$0.00	\$30,000.00	\$30,000.00	\$0.00	\$0.00	\$0.00	\$30,000.00	
4	4.11	Materials and Supplies for Extended Learning.	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student	English Learners Foster Youth Low Income	All Schools Specific Schools: Calipatria		\$0.00	\$130,000.00	\$130,000.00	\$0.00	\$0.00	\$0.00	\$130,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
					Group(s)		High School, Bill Young Middle School, Fremont Elementary, and Grace Smith TK through Grade 12									
4	4.12	Supplemental Travel, Conference, and Local Professional Development for Student and Family Engagement.	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools: Calipatria High School, Bill Young Middle School, Fremont Elementary, and Grace Smith TK through Grade 12		\$25,345.00	\$67,500.00	\$92,845.00	\$0.00	\$0.00	\$0.00	\$92,845.00	
4	4.13	Supplemental Physical Education Instruction - Classified Physical Education Support Staff.	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools: Calipatria High School, Bill Young Middle School, Fremont Elementary, and Grace Smith TK through Grade 12		\$44,800.00	\$0.00	\$44,800.00	\$0.00	\$0.00	\$0.00	\$44,800.00	

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
4	4.14	Certificated Staffing to support Attendance and Student Engagement	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools: Calipatria High School, Bill Young Middle School, Fremont Elementary, and Grace Smith TK through Grade 12		\$4,994.00	\$0.00	\$4,994.00	\$0.00	\$0.00	\$0.00	\$4,994.00	
4	4.15	Enrichment Materials and Supplies.	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools: Calipatria High School, Bill Young Middle School, Fremont Elementary, and Grace Smith TK through Grade 12		\$0.00	\$115,476.00	\$115,476.00	\$0.00	\$0.00	\$0.00	\$115,476.00	
4	4.16	Certificated Staffing for Expanding Course of Study.	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Calipatria High School, Bill Young Middle School, Fremont Elementary, and Grace Smith TK through		\$360,618.00	\$0.00	\$360,618.00	\$0.00	\$0.00	\$0.00	\$360,618.00	

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
							Grade 12									
4	4.17	Classified Extended Learning Staff	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools: Calipatria High School, Bill Young Middle School, Fremont Elementary, and Grace Smith TK through Grade 12		\$68,662.00	\$0.00	\$68,662.00	\$0.00	\$0.00	\$0.00	\$68,662.00	
5	5.1	Certificated Centralized Services Administrative Staff.	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools: Calipatria High School, Bill Young Middle School, Fremont Elementary, and Grace Smith TK through Grade 12		\$132,695.00	\$0.00	\$132,695.00	\$0.00	\$0.00	\$0.00	\$132,695.00	
5	5.2	Student Engagement Travel	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Calipatria High School, Bill Young Middle School, Fremont Elementary, and Grace		\$0.00	\$52,000.00	\$52,000.00	\$0.00	\$0.00	\$0.00	\$52,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
							Smith TK through Grade 12									
5	5.3	Certificated Pupil Personnel Services (PPS) School Psychologist Staffing.	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	Specific Schools: Fremont Elementary and Grace Smith School TK through Grade 4		\$52,023.00	\$10,000.00	\$62,023.00	\$0.00	\$0.00	\$0.00	\$62,023.00	
5	5.4	Classified Resource Technician Staff.	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	Specific Schools: Fremont Elementary TK through Grade 4		\$47,731.00	\$0.00	\$47,731.00	\$0.00	\$0.00	\$0.00	\$47,731.00	
5	5.5	Contracted Health Services.	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools: Calipatria High School, Bill Young Middle School, Fremont Elementary, and Grace Smith TK through Grade 12		\$0.00	\$100,000.00	\$100,000.00	\$0.00	\$0.00	\$0.00	\$100,000.00	
5	5.6	Parent Engagement Materials and Supplies.	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools: Calipatria High School, Bill Young Middle School,		\$0.00	\$9,000.00	\$9,000.00	\$0.00	\$0.00	\$0.00	\$9,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
							Fremont Elementary, and Grace Smith TK through Grade12									
5	5.7	Student Engagement Materials and Supplies.	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools: Calipatria High School, Bill Young Middle School, Fremont Elementary, and Grace Smith TK through Grade 12		\$0.00	\$29,000.00	\$29,000.00	\$0.00	\$0.00	\$0.00	\$29,000.00	
5	5.8	Professional Consulting Services	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools: Calipatria High School, Bill Young Middle School, Fremont Elementary, and Grace Smith TK through Grade 12		\$12,317.00	\$75,000.00	\$87,317.00	\$0.00	\$0.00	\$0.00	\$87,317.00	
5	5.9	Consulting and Operating Expenditures.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Calipatria High School, Bill		\$0.00	\$112,073.00	\$112,073.00	\$0.00	\$0.00	\$0.00	\$112,073.00	

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
							Young Middle School, Fremont Elementary, and Grace Smith TK through Grade 12									
5	5.10	Supplemental Equipment	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Calipatria High School, Bill Young Middle School, Fremont Elementary, and Grace Smith TK through Grade 12		\$0.00	\$440,477.00	\$440,477.00	\$0.00	\$0.00	\$0.00	\$440,477.00	
5	5.11	Home to School Communication	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools: Calipatria High School, Bill Young Middle School, Fremont Elementary, and Grace Smith TK through Grade 12		\$0.00	\$6,000.00	\$6,000.00	\$0.00	\$0.00	\$0.00	\$6,000.00	
5	5.12	Professional Development Consulting Travel and Conference Fees	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student	English Learners Foster Youth Low Income	All Schools Specific Schools: Calipatria		\$0.00	\$27,500.00	\$27,500.00	\$0.00	\$0.00	\$0.00	\$27,500.00	

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
					Group(s)		High School, Bill Young Middle School, Fremont Elementary, and Grace Smith TK through Grade 12									
5	5.13	Engagement Strategies Materials and Supplies	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools: Calipatria High School, Bill Young Middle School, Fremont Elementary, and Grace Smith TK through Grade 12		\$0.00	\$54,000.00	\$54,000.00	\$0.00	\$0.00	\$0.00	\$54,000.00	
5	5.14	School Climate and Safety Supports and Materials.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Calipatria High School, Bill Young Middle School, Fremont Elementary, and Grace Smith TK through Grade 12		\$0.00	\$386,500.00	\$386,500.00	\$0.00	\$0.00	\$0.00	\$386,500.00	

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
\$11,894,173	4,729,333	39.762%	12.891%	52.653%	\$6,319,634.00	3.510%	56.642 %	Total:	\$6,319,634.00
								LEA-wide Total:	\$1,946,211.00
								Limited Total:	\$2,075,770.00
								Schoolwide Total:	\$2,297,653.00

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	Certificated Teaching Staff to support English Language Arts instruction.	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Calpatia High School and Bill Young Middle School 5 through 12	\$485,254.00	
1	1.2	English Language Arts Supplemental Instructional Materials and Supplies.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Calpatia High School, Fremont Primary , Bill Young Middle School, and Grace Smith 3 through 12	\$53,000.00	
1	1.3	English Language Arts Professional Development - Travel and Conferences and/or Consulting Fees	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: Calpatia High School, Fremont Primary , Bill Young Middle School, and Grace	\$54,000.00	

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 (%)
						Smith 3 through 12		
1	1.4	Certificated Resource Teachers.	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Fremont Primary and Bill Young Jr. Middle School TK through Grade 8	\$277,759.00	
1	1.5	Classified Instructional Staffing to support English Language Arts.	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	Specific Schools: Fremont Primary and Grace Smith TK through 4	\$93,436.00	
1	1.6	Classified Staffing to support access to Technology.	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	Specific Schools: Fremont Primary TK through Grade 4	\$34,517.00	
1	1.7	Intervention Instructional Materials and Supplies.	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	Specific Schools: Fremont Primary and Bill Young Middle School TK through Grade 8	\$80,000.00	
1	1.8	Classified Staffing to Support Transitional Kindergarten and Kindergarten.	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	Specific Schools: Grace Smith School and Fremont Primary TK through Grade 4	\$248,494.00	
2	2.1	Certificated Teaching Staff to support Mathematics instruction	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Calipatria High School and Bill Young Jr. Middle School Grade 5 through 12	\$252,062.00	
2	2.2	Mathematics Supplemental Instructional Materials and Supplies	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Calipatria High School, Bill Young Middle School, Fremont	\$50,500.00	

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 (%)
						Elementary, and Grace Smith TK through Grade 12		
2	2.3	Certificated Resource Teachers	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Calipatria High School and Bill Young Jr. Middle School Grades 5 through 12	\$0.00	
2	2.4	Mathematics Professional Development - Travel and Conferences and/or Consulting Fees	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Calipatria High School, Fremont Elementary, Grace Smith School, and Bill Young Jr. Middle School. TK through Grade 12	\$55,000.00	
2	2.5	Supplemental Mathematics Staffing	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: Calipatria High School, Bill Young Middle School, Fremont Elementary, and Grace Smith TK through Grade 12	\$235,861.00	
3	3.1	Certificated Teaching Staff to support English Language Development.	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	Specific Schools: Calipatria High School and Bill Young Jr. Middle School Grades 5 through 12	\$91,781.00	
3	3.2	Classified paraprofessionals instructional aides for English Learners.	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools: Calipatria High School, Bill Young	\$153,377.00	

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 (%)
						Middle School, Fremont Elementary, and Grace Smith TK through Grade 12		
3	3.3	English Learners Professional Development - Travel and Conferences and/or Consulting Fees	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools: Calipatria High School, Bill Young Middle School, Fremont Elementary, and Grace Smith TK through Grade 12	\$56,376.00	
3	3.4	English Learner Supplemental Instructional Materials and Supplies.	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools: Calipatria High School, Bill Young Middle School, Fremont Elementary, and Grace Smith TK through Grade 12	\$18,000.00	
3	3.5	Certificated and Classified for English Learner Collaboration.	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools: Calipatria High School, Bill Young Middle School, Fremont Elementary, and Grace Smith TK through Grade 12	\$12,317.00	
3	3.6	Improving Academic Vocabulary and English Learners Professional Development.	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools: Calipatria High School, Bill Young Middle School, Fremont	\$0.00	3.51

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 (%)
						Elementary, and Grace Smith TK through Grade 12		
4	4.1	Certificated Pupil Personnel Services (PPS) Counseling Services.	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: Calipatria High School, Bill Young Middle School, Fremont Elementary, and Grace Smith TK through Grade 12	\$289,080.00	
4	4.2	Certificated Career Technical Education (CTE) Staff.	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Calipatria High School Grades 9 through 12	\$100,470.00	
4	4.3	Classified Support Staff for Attendance.	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Calipatria High School, Grace Smith School, Bill Young Jr. Middle School, and Fremont Primary School. TK through Grade 12	\$190,549.00	
4	4.4	Certificated Extended Learning Staff.	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools: Calipatria High School, Bill Young Middle School, Fremont Elementary, and Grace Smith TK through Grade 12	\$110,429.00	
4	4.5	Classified Staffing for Safe Schools.	Yes	LEA-wide	English Learners Foster Youth	All Schools Specific Schools:	\$383,696.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
					Low Income	Calipatria High School, Bill Young Middle School, Fremont Elementary, and Grace Smith TK through Grade 12		
4	4.6	Classified Staffing for Transportation	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Calipatria High School, Bill Young Middle School, Fremont Elementary, and Grace Smith TK through Grade 12	\$142,534.00	
4	4.7	Classified Staffing for Technology.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Calipatria High School, Bill Young Middle School, Fremont Elementary, and Grace Smith TK through Grade 12	\$124,431.00	
4	4.8	Supplemental Instructional Materials and Resources Small Group Intervention.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Calipatria High School, Bill Young Middle School, Fremont Elementary, and Grace Smith TK through Grade 12	\$198,000.00	
4	4.9	Technology Tools and Non Capitalized Equipment.	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools: Calipatria High School, Bill Young	\$135,000.00	

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 (%)
						Middle School, Fremont Elementary, and Grace Smith TK through Grade 12		
4	4.10	Supplemental Materials and Supplies for Universal Access.	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools: Calipatria High School, Bill Young Middle School, Fremont Elementary, and Grace Smith TK through Grade 12	\$30,000.00	
4	4.11	Materials and Supplies for Extended Learning.	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools: Calipatria High School, Bill Young Middle School, Fremont Elementary, and Grace Smith TK through Grade 12	\$130,000.00	
4	4.12	Supplemental Travel, Conference, and Local Professional Development for Student and Family Engagement.	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools: Calipatria High School, Bill Young Middle School, Fremont Elementary, and Grace Smith TK through Grade 12	\$92,845.00	
4	4.13	Supplemental Physical Education Instruction - Classified Physical Education Support Staff.	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools: Calipatria High School, Bill Young Middle School, Fremont	\$44,800.00	

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 (%)
						Elementary, and Grace Smith TK through Grade 12		
4	4.14	Certificated Staffing to support Attendance and Student Engagement	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools: Calipatria High School, Bill Young Middle School, Fremont Elementary, and Grace Smith TK through Grade 12	\$4,994.00	
4	4.15	Enrichment Materials and Supplies.	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools: Calipatria High School, Bill Young Middle School, Fremont Elementary, and Grace Smith TK through Grade 12	\$115,476.00	
4	4.16	Certificated Staffing for Expanding Course of Study.	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: Calipatria High School, Bill Young Middle School, Fremont Elementary, and Grace Smith TK through Grade 12	\$360,618.00	
4	4.17	Classified Extended Learning Staff	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools: Calipatria High School, Bill Young Middle School, Fremont Elementary, and Grace Smith	\$68,662.00	

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 (%)
						TK through Grade 12		
5	5.1	Certificated Centralized Services Administrative Staff.	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools: Calipatria High School, Bill Young Middle School, Fremont Elementary, and Grace Smith TK through Grade 12	\$132,695.00	
5	5.2	Student Engagement Travel	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: Calipatria High School, Bill Young Middle School, Fremont Elementary, and Grace Smith TK through Grade 12	\$52,000.00	
5	5.3	Certificated Pupil Personnel Services (PPS) School Psychologist Staffing.	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	Specific Schools: Fremont Elementary and Grace Smith School TK through Grade 4	\$62,023.00	
5	5.4	Classified Resource Technician Staff.	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	Specific Schools: Fremont Elementary TK through Grade 4	\$47,731.00	
5	5.5	Contracted Health Services.	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools: Calipatria High School, Bill Young Middle School, Fremont Elementary, and	\$100,000.00	

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 (%)
						Grace Smith TK through Grade 12		
5	5.6	Parent Engagement Materials and Supplies.	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools: Calipatria High School, Bill Young Middle School, Fremont Elementary, and Grace Smith TK through Grade 12	\$9,000.00	
5	5.7	Student Engagement Materials and Supplies.	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools: Calipatria High School, Bill Young Middle School, Fremont Elementary, and Grace Smith TK through Grade 12	\$29,000.00	
5	5.8	Professional Consulting Services	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools: Calipatria High School, Bill Young Middle School, Fremont Elementary, and Grace Smith TK through Grade 12	\$87,317.00	
5	5.9	Consulting and Operating Expenditures.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Calipatria High School, Bill Young Middle School, Fremont Elementary, and Grace Smith TK through Grade	\$112,073.00	

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 (%)
						12		
5	5.10	Supplemental Equipment	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Calipatria High School, Bill Young Middle School, Fremont Elementary, and Grace Smith TK through Grade 12	\$440,477.00	
5	5.11	Home to School Communication	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools: Calipatria High School, Bill Young Middle School, Fremont Elementary, and Grace Smith TK through Grade 12	\$6,000.00	
5	5.12	Professional Development Consulting Travel and Conference Fees	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools: Calipatria High School, Bill Young Middle School, Fremont Elementary, and Grace Smith TK through Grade 12	\$27,500.00	
5	5.13	Engagement Strategies Materials and Supplies	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools: Calipatria High School, Bill Young Middle School, Fremont Elementary, and Grace Smith TK through Grade 12	\$54,000.00	

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 (%)
5	5.14	School Climate and Safety Supports and Materials.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Calipatria High School, Bill Young Middle School, Fremont Elementary, and Grace Smith TK through Grade 12	\$386,500.00	

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$6,464,242.00	\$4,926,014.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Certificated Teaching Staff to support ELA instruction	Yes	\$431,137.00	\$491,059
1	1.2	ELA Supplemental Instructional Materials and Supplies	Yes	\$30,000.00	\$30,000
1	1.3	In house ELA Professional Development and/or Consulting Fees	Yes	\$54,000.00	\$33,109
1	1.4	Certificated Resource Teachers	Yes	\$242,241.00	\$216,650
1	1.5	Classified Instructional Staffing to support ELA	Yes	\$115,000.00	\$85,421
1	1.6	Classified Staffing to support access to Technology	Yes	\$32,524.00	\$33,416
1	1.7	Intervention Instructional Materials and Supplies	Yes	\$80,000.00	\$74,000
1	1.8	Classified Staffing to Support TK-K	Yes	\$175,758.00	\$198,652
1	1.9	NEW -- In house ELA Professional Development and/or Consulting Fees	Yes	\$10,000.00	\$2,500
2	2.1	Certificated Teaching Staff to support Mathematics instruction	Yes	\$236,430.00	\$258,640
2	2.2	Math Supplemental Instructional Materials and Supplies	Yes	\$21,700.00	\$35,507

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.3	Math Travel and Conferences	Yes	\$15,000.00	\$2,500
2	2.4	Math Professional Development and/or Consulting Fees	Yes	\$65,000.00	\$13,195
2	2.5	Supplemental Mathematics Staffing	Yes	\$230,000.00	\$230,792
3	3.1	Certificated Teaching Staff to support English Language Development	Yes	\$98,017.00	\$93,181
3	3.2	Classified paraprofessionals instructional aides for EL students	Yes	\$136,827.00	\$132,913
3	3.3	EL Focused Travel and Conferences	Yes	\$15,000.00	\$8,000
3	3.4	EL Professional Development and/or Consulting Fees	Yes	\$48,750.00	\$21,777
3	3.5	EL Supplemental Instructional Materials and Supplies	Yes	\$18,000.00	\$7,250
3	3.6	Certificated Staffing for EL Collaboration	Yes	\$24,635.00	\$3,696
3	3.7	Improving Academic Vocabulary and Language Professional Development	Yes	qualitative improvement	
4	4.1	Certificated Pupil Personnel Services (PPS) Counseling Services	Yes	\$281,820.00	\$123,660
4	4.2	Certificated Career Technical Education Staff	Yes	\$181,183.00	\$136,915
4	4.3	Classified Support Staff for Attendance	Yes	\$142,461.00	\$206,894

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)
4	4.4	Certificated Extended Learning Staff	Yes	\$148,760.00	\$93,754
4	4.5	Classified Staffing for Safe Schools	Yes	\$418,393.00	\$438,201
4	4.6	Classified Staffing for Transportation	Yes	\$142,351.00	\$109,725
4	4.7	Classified Staffing for Technology	Yes	\$120,558.00	\$121,759
4	4.8	Technology Tools and Non Capitalized Equipment	Yes	\$298,000.00	\$181,291
4	4.9	Supplemental Instructional Materials and Resources Small Group	Yes	\$135,000.00	\$1,500
4	4.10	Supplemental Materials and Supplies for Universal Access	Yes	\$60,000.00	\$22,000
4	4.11	Materials and Supplies for Extended Learning	Yes	\$225,000.00	\$133,000
4	4.12	Supplemental Travel, Conference, and Local Professional Development for Student and Family Engagement	Yes	\$70,000.00	\$32,419
4	4.13	Supplemental Physical Education Instruction - Classified Physical Education Support Staff	Yes	\$76,398.00	\$46,595
4	4.14	Certificated Staffing to support Attendance and Student Engagement	Yes	\$24,950.00	\$998
4	4.15	Enrichment Materials and Supplies	Yes	\$115,476.00	\$16,500

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)
4	4.16	Certificated Staffing for Expanding Course of Study	Yes	\$315,427.00	\$317,135
4	4.17	Classified Extended Learning Staff	Yes	\$123,259.00	\$278,019
4	4.18	NEW Enrichment Professional Development	Yes	\$84,693.00	\$5,484
5	5.1	Certificated Centralized Services Administrative Staff	Yes	\$128,000.00	\$123,539
5	5.2	Student Engagement Travel	Yes	\$42,000.00	\$75,000
5	5.3	Certificated PPS School Psychologist Staffing	Yes	\$54,098.00	\$88,000
5	5.4	Classified Resource Technician Staff	Yes	\$46,000.00	\$50,212
5	5.5	Contracted Health Services	Yes	\$125,000.00	\$25,000
5	5.6	Parent Engagement Materials and Supplies	Yes	\$9,000.00	\$9,250
5	5.7	Student Engagement Materials and Supplies	Yes	\$29,000.00	\$25,691
5	5.8	Professional Consulting Services	Yes	\$87,317.00	\$88,980
5	5.9	Consulting and Operating Expenditures	Yes	\$60,000.00	\$50,000
5	5.10	Supplemental Equipment	Yes	\$369,579.00	\$110,020

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)
5	5.11	Home to School Communication	Yes	\$2,500.00	\$3,900
5	5.12	Travel and Conference	Yes	\$27,500.00	\$17,635
5	5.13	Engagement Strategies Materials and Supplies	Yes	\$54,000.00	\$15,680
5	5.14	School Climate and Safety Supports and Materials	Yes	\$386,500.00	\$5,000

2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
\$4,817,402	\$6,464,242.00	\$4,926,014.00	\$1,538,228.00	3.510%	3.510%	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	Certificated Teaching Staff to support ELA instruction	Yes	\$431,137.00	\$491,059		
1	1.2	ELA Supplemental Instructional Materials and Supplies	Yes	\$30,000.00	\$30,000		
1	1.3	In house ELA Professional Development and/or Consulting Fees	Yes	\$54,000.00	\$33,109		
1	1.4	Certificated Resource Teachers	Yes	\$242,241.00	\$216,650		
1	1.5	Classified Instructional Staffing to support ELA	Yes	\$115,000.00	\$85,421		
1	1.6	Classified Staffing to support access to Technology	Yes	\$32,524.00	\$33,416		
1	1.7	Intervention Instructional Materials and Supplies	Yes	\$80,000.00	\$74,000		
1	1.8	Classified Staffing to Support TK-K	Yes	\$175,758.00	\$198,652		
1	1.9	NEW -- In house ELA Professional Development and/or Consulting Fees	Yes	\$10,000.00	\$2,500		
2	2.1	Certificated Teaching Staff to support Mathematics instruction	Yes	\$236,430.00	\$258,640		
2	2.2	Math Supplemental Instructional Materials and Supplies	Yes	\$21,700.00	\$35,507		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	2.3	Math Travel and Conferences	Yes	\$15,000.00	\$2,500		
2	2.4	Math Professional Development and/or Consulting Fees	Yes	\$65,000.00	\$13,195		
2	2.5	Supplemental Mathematics Staffing	Yes	\$230,000.00	\$230,792		
3	3.1	Certificated Teaching Staff to support English Language Development	Yes	\$98,017.00	\$93,181		
3	3.2	Classified paraprofessionals instructional aides for EL students	Yes	\$136,827.00	\$132,913		
3	3.3	EL Focused Travel and Conferences	Yes	\$15,000.00	\$8,000		
3	3.4	EL Professional Development and/or Consulting Fees	Yes	\$48,750.00	\$21,777		
3	3.5	EL Supplemental Instructional Materials and Supplies	Yes	\$18,000.00	\$7,250		
3	3.6	Certificated Staffing for EL Collaboration	Yes	\$24,635.00	\$3,696		
3	3.7	Improving Academic Vocabulary and Language Professional Development	Yes			3.51	3.51
4	4.1	Certificated Pupil Personnel Services (PPS) Counseling Services	Yes	\$281,820.00	\$123,660		
4	4.2	Certificated Career Technical Education Staff	Yes	\$181,183.00	\$136,915		
4	4.3	Classified Support Staff for Attendance	Yes	\$142,461.00	\$206,894		
4	4.4	Certificated Extended Learning Staff	Yes	\$148,760.00	\$93,754		
4	4.5	Classified Staffing for Safe Schools	Yes	\$418,393.00	\$438,201		
4	4.6	Classified Staffing for Transportation	Yes	\$142,351.00	\$109,725		

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)
4	4.7	Classified Staffing for Technology	Yes	\$120,558.00	\$121,759		
4	4.8	Technology Tools and Non Capitalized Equipment	Yes	\$298,000.00	\$181,291		
4	4.9	Supplemental Instructional Materials and Resources Small Group	Yes	\$135,000.00	\$1,500		
4	4.10	Supplemental Materials and Supplies for Universal Access	Yes	\$60,000.00	\$22,000		
4	4.11	Materials and Supplies for Extended Learning	Yes	\$225,000.00	\$133,000		
4	4.12	Supplemental Travel, Conference, and Local Professional Development for Student and Family Engagement	Yes	\$70,000.00	\$32,419		
4	4.13	Supplemental Physical Education Instruction - Classified Physical Education Support Staff	Yes	\$76,398.00	\$46,595		
4	4.14	Certificated Staffing to support Attendance and Student Engagement	Yes	\$24,950.00	\$998		
4	4.15	Enrichment Materials and Supplies	Yes	\$115,476.00	\$16,500		
4	4.16	Certificated Staffing for Expanding Course of Study	Yes	\$315,427.00	\$317,135		
4	4.17	Classified Extended Learning Staff	Yes	\$123,259.00	\$278,019		
4	4.18	NEW Enrichment Professional Development	Yes	\$84,693.00	\$5,484		
5	5.1	Certificated Centralized Services Administrative Staff	Yes	\$128,000.00	\$123,539		
5	5.2	Student Engagement Travel	Yes	\$42,000.00	\$75,000		

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)
5	5.3	Certificated PPS School Psychologist Staffing	Yes	\$54,098.00	\$88,000		
5	5.4	Classified Resource Technician Staff	Yes	\$46,000.00	\$50,212		
5	5.5	Contracted Health Services	Yes	\$125,000.00	\$25,000		
5	5.6	Parent Engagement Materials and Supplies	Yes	\$9,000.00	\$9,250		
5	5.7	Student Engagement Materials and Supplies	Yes	\$29,000.00	\$25,691		
5	5.8	Professional Consulting Services	Yes	\$87,317.00	\$88,980		
5	5.9	Consulting and Operating Expenditures	Yes	\$60,000.00	\$50,000		
5	5.10	Supplemental Equipment	Yes	\$369,579.00	\$110,020		
5	5.11	Home to School Communication	Yes	\$2,500.00	\$3,900		
5	5.12	Travel and Conference	Yes	\$27,500.00	\$17,635		
5	5.13	Engagement Strategies Materials and Supplies	Yes	\$54,000.00	\$15,680		
5	5.14	School Climate and Safety Supports and Materials	Yes	\$386,500.00	\$5,000		

2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$12,083,306	\$4,817,402	17.30%	57.168%	\$4,926,014.00	3.510%	44.277%	\$1,557,675.90	12.891%

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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