LCFF Budget Overview for Parents

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

CDS Code: 49706560000000

School Year: 2024-25
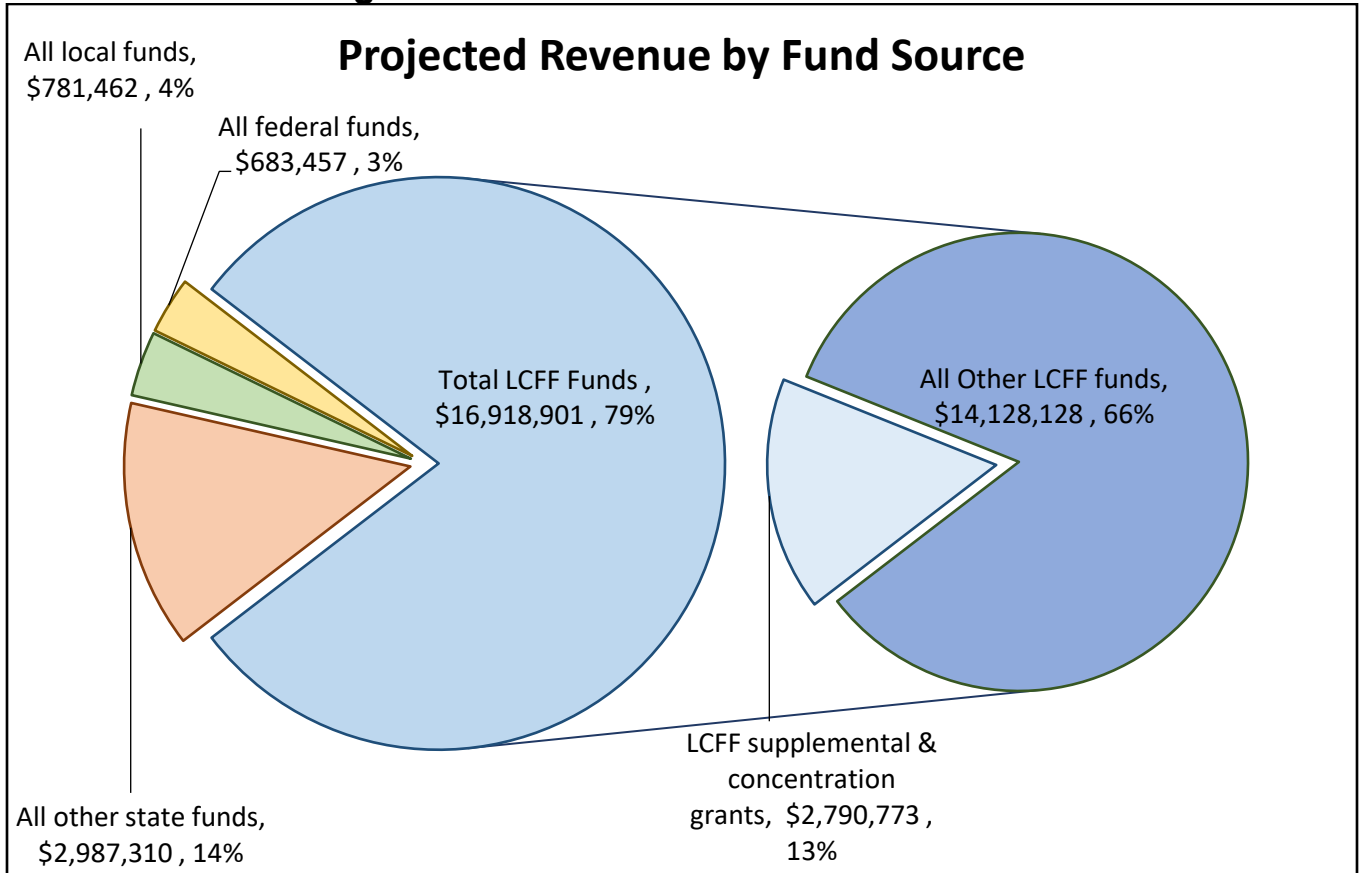
LEA contact information:

Glen Senestraro

Superintendent

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707-894-1920

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).

Projected Revenue by Fund Source

All local funds, $781,462 , 4%

All federal funds, $683,457 , 3%

Total LCFF Funds , $16,918,901 , 79%

All Other LCFF funds, $14,128,128 , 66%

LCFF supplemental & concentration grants, $2,790,773 , 13%

All other state funds, $2,987,310 , 14%

This chart shows the total general purpose revenue Cloverdale 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 Cloverdale Unified School District is $21,371,130, of which $16,918,901 is Local Control Funding Formula (LCFF), $2,987,310 is other state funds, $781,462 is local funds, and $683,457 is federal funds. Of the $16,918,901 in LCFF Funds, $2,790,773 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.

Budgeted Expenditures in the LCAP
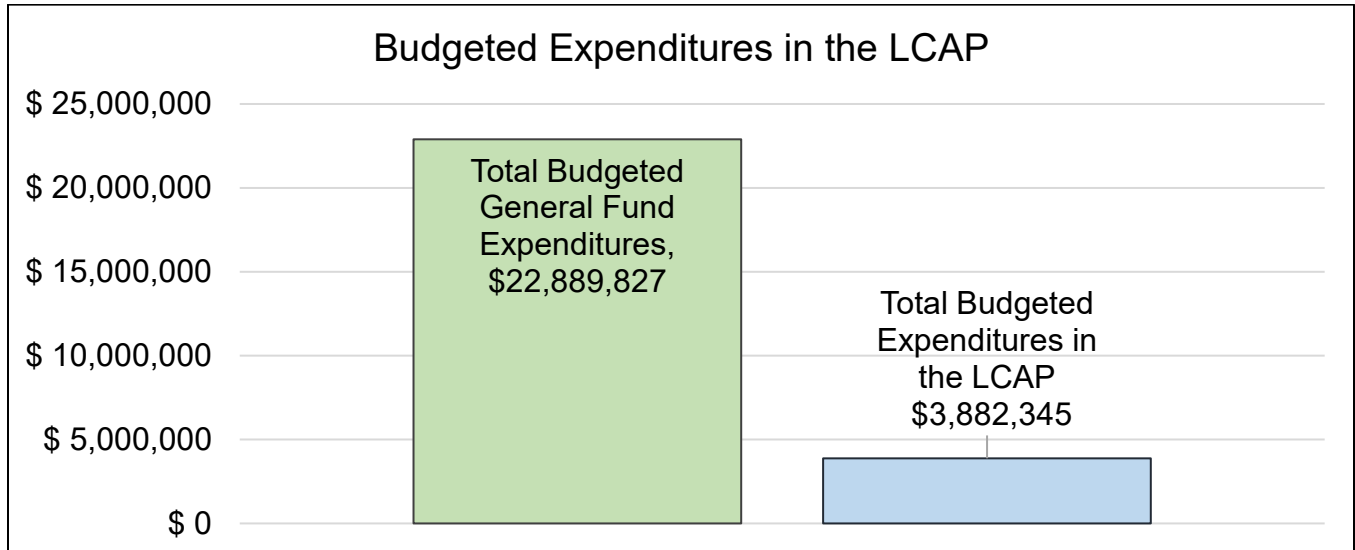
This chart provides a quick summary of how much Cloverdale Unified School District plans to spend for 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Cloverdale Unified School District plans to spend $22,889,827 for the 2024-25 school year. Of that amount, $3,882,345 is tied to actions/services in the LCAP and $19,007,482 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

The General Fund Budget includes all other expenses outside of the LCAP and any special grant programs. Some examples of items included in the General Fund Budget are:
* Cost of overhead (such as utilities and maintenance)
* Salaries and benefits for core programs that are not included in the LCAP, including teachers, classified staff, and management.

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

In 2024-25, Cloverdale Unified School District is projecting it will receive $2,790,773 based on the enrollment of foster youth, English learner, and low-income students. Cloverdale Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Cloverdale Unified School District plans to spend $3,345,052 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

Prior Year Expenditures: Increased or Improved Services for High Needs Students

Total Budgeted Expenditures for High Needs Students in the LCAP	$2,829,811
Actual Expenditures for High Needs Students in LCAP	$2,490,966
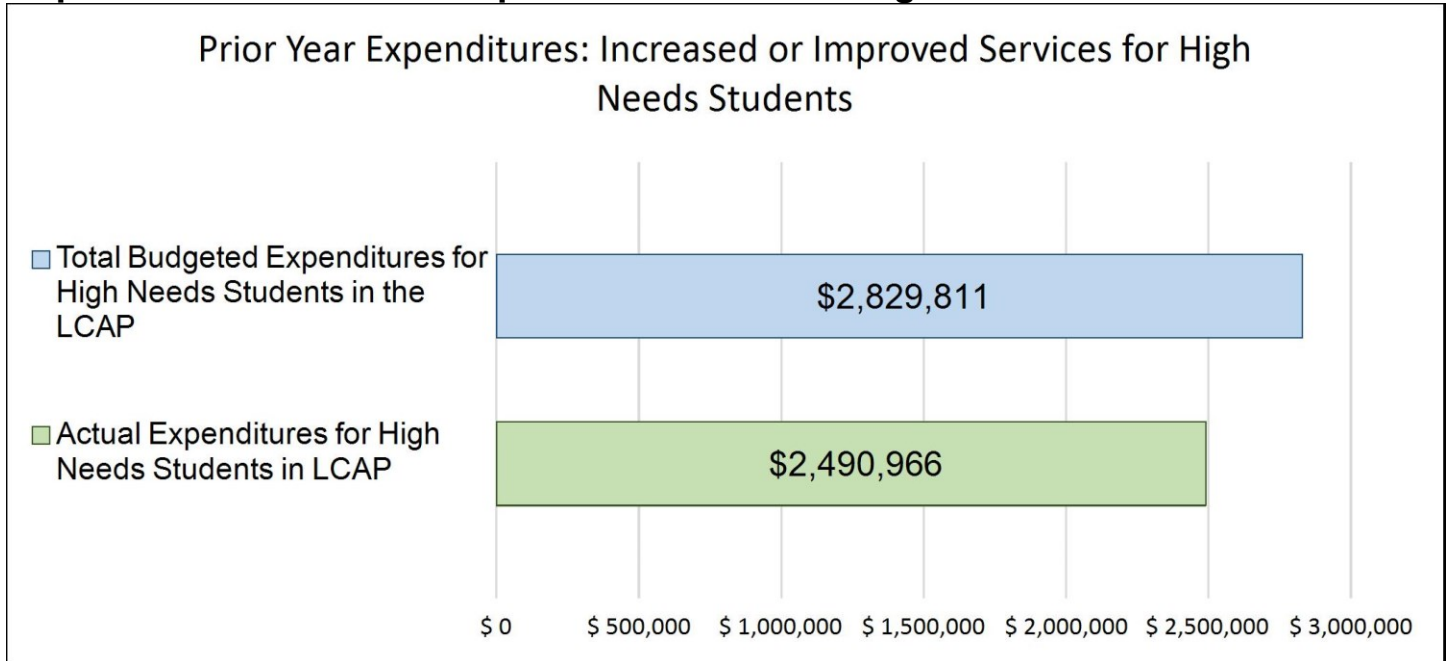
This chart compares what Cloverdale Unified School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Cloverdale Unified School District estimates it has spent on actions and services that contribute to 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, Cloverdale Unified School District's LCAP budgeted $2,829,811 for planned actions to increase or improve services for high needs students. Cloverdale Unified School District actually spent $2,490,966 for actions to increase or improve services for high needs students in 2023-24.

The difference between the budgeted and actual expenditures of $338,845 had the following impact on Cloverdale Unified School District's ability to increase or improve services for high needs students:

The actual expenditures for actions and services to increase or improve services for high needs students in 2023-2024 is less than the total budgeted expenditures due to a number of factors. Statewide substitute shortages postponed some of the professional development opportunities planned for staff. Some positions were not hired at all due to limited applicants, while other positions were filled for a partial year. Furthermore, with large changes in administration (new superintendent, and 3 of 3 site principals being new), some actions were not completed due to working on culture and climate first and getting to know the staff and students needs before spending LCAP money. Finally, the highest contributing factors was that a large amount of services and actions were provided through one-time State and Federal funding instead of through the funds from the LCAP. As a result, many actions and services were provided but through other funding means.

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
Cloverdale Unified School District	Glen Senestraro Superintendent	senestrarog@cusd.org 707-894-1920

Goals and Actions

Goal

Goal #	Description
1	Instruction - Students will receive rigorous, high-quality instruction that meets state and local standards, and school staff will use assessment data to guide instruction and individualize support for each student.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
JES Increase students reading comprehension: Student achievement will increase by 10% each year. Progress will be measured by STAR (grades 2/3/4) and CAASPP as a 3rd and 4th grade end-of-year benchmark.	2019 CAASPP Data: 21.9 points below standard in ELA according to dashboard (orange level). and 4th grade end of year benchmark. May 2021 STAR Reading Data (IRL): Students at or above grade level in grades 2-4: Grade 2 24% at/above grade level in reading Grade 3 29% at/above grade level in reading	2021-2022 CAASPP data: ELA- 47.7 points below standard with a rating of Low on CA Dashboard May 2022 STAR Reading Data (IRL): Students at or above grade level in grades 2-4: Grade 2: 41% at/above grade level Grade 3: 33% at/above grade level Grade 4: 25% at/above grade level	2022-2023 CAASPP ELA: Yellow on dashboard, with 39 pts below standard (increase of 8.7 points) STAR Reading data at end of year's benchmark (May 2023) Grade 2: 43% using Star Early Literacy are at or above grade level Grade 3: 37% at/above grade level in reading Grade 4: 37% at/above grade level in reading	STAR Reading data at Trimester 2 (March 2024 school year 23-24) Grad 2: 26.4% at or above grade level (increase of 3.4% since beginning of the school year) Grade 3: 29% at or above grade level (increase of 5% since beginning of the school year) Grade 4: 37% at or above grade level (decrease of 5% since beginning of the school year)	JES Increase student's reading comprehension: Student achievement will increase by 30%. Progress will be measured by STAR (grades 2/3/4) and CAASPP as a 3rd and 4th grade end of year benchmark.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
WMS Each student will meet a minimum goal of one years growth (reading and math) as measured by STAR (5-8)	Math .8 ELA .9 (average all students grades 5-8)	May 2022 STAR Reading Data (IRL): Students at/above grade level in grades 5-8 Grade 5: 43% at/above grade level Grade 6: 24% at/above grade level Grade 7: 28% at/above grade level Grade 8: 34% at/above grade level May 2022 STAR Math Data: Students at/above grade level in grades 5-8 Grade 5: 23% at/above grade level Grade 6: 39.2% at/above grade level Grade 7: 19% at/above grade level Grade 8: 23% at/above grade level	End of year benchmark STAR Reading/ELA: 5 grade: 33% at/above grade level 6 grade: 38% at/above grade level (Note: only 1/2 of the grade took the benchmark) 7th grade 25% at/above grade level 8th grade 38% at/above grade level (Note: only 20% of the grade took the benchmark) STAR Math: 5 grade: 24% at/above grade level 6 grade: 16% at/above grade level (Note: only 75% of the grade level took the exam) 7th grade 8% at/above grade level 8th grade 16% at/above grade level Note: only 75% of the grade level took the exam)	Winter Benchmark in 2023-2024 school year (January) STAR Reading/ELA: Grade 5: 37% at or above benchmark (decrease of 1% since fall benchmark) Grade 6: 33% at or above benchmark (same as Fall) Grade 7: 39.7% at or above benchmark (decrease of 0.3%) Grade 8: 33.3% at or above benchmark (increase of 2.3%) STAR Math: Grade 5: 20% at or above benchmark (increase of 6% since Fall benchmark) Grade 6: 28% at or above benchmark (increase of 7% since fall benchmark) Grade 7: 26% at or above benchmark (decrease of 4% since fall benchmark) Grade 8: 9% at or above benchmark	WMS Each student will meet a minimum goal of three years growth (reading and math) as measured by STAR (5-8)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				(decrease of 9% since fall benchmark)	
WMS SBAC ELA overall ELA and math scores at standard or above will increase by 3 points year 1)	2019 SBAC scores at or above standard - Math 24.71%, ELA 26.23% ELA: 50.5 points below standard, yellow on dashboard (increase of 4.1 pts from year prior) Math: 66.61 points below standard, yellow on dashboard (increase of 5.4 points from year prior)	2021-2022 CAASPP data: ELA- 71.2 points below standard with a rating of Very Low on CA Dashboard Math-89.3 points below standard with a rating of Very Low on CA Dashboard	2022-2023 CAASPP data: ELA: 78.2 points below standard with a rating of Red on the CA Dashboard (decline of 6.8 points) Math: 106.3 points below standard with a rating of Red on the CA Dashboard (decline of 17 points)	2024 CA Dashboard will be released in December 2024	WMS SBAC ELA overall ELA and math scores at standard or above will increase by 9 points by the end of year 3.
CHS College and Career Readiness will increase from green to the blue by the end of the 3 year LCAP cycle per the CA Dashboard. The number of students prepared will increase by 10% each year.	BASELINE: 41.8% prepared = 4 % increase from prior year.	no college and career dashboard released this year	2023 CA Dashboard shows 23.5% prepared and a Low Rating on the CA Dashboard.	2024 CA Dashboard will be released in December 2024	CHS College and Career Readiness will increase from green to the blue by the end of the 3 year LCAP cycle per the CA Dashboard. The number of students prepared will increase by at least 30% overall.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CHS Graduation rate will increase by 5% and return to 90% or above by year two of the LCAP cycle. Graduation rate will then continue to increase by 2% each year.	BASELINE: 86.8% = 3.3% decline from previous year. 2020-2021 Graduation Rate: 90% All Students: 90% English Language Learners: 80% Socioeconomically Disadvantaged: 88.3% Students with Disabilities: 89.5% Hispanic: 88.7% White: 90.6%	2021-2022 graduation rate 92.2%- increase from previous year of +2.2% All students: 92.2% English Language Learners: 94.4% Socioeconomically Disadvantaged: 93.1% Students with Disabilities: no performance level (too few students) Hispanic: 92.6% White: 90.5%	92.9% and a green rating on the CA Dashboard All students: 92.9% English Language Learners: 75% (decline of 19.4%) no performance color Socioeconomically Disadvantaged: 90% (decline 3.1% with an orange performance color) Students with Disabilities: no performance level (too few students), 85.7% graduated Hispanic: 91.7% (maintained, and green performance color) White: 96.8% (increase of 6.3%) no performance color	As of May 2024: on track to graduate currently 86%* This number will fluctuate the year finishes and should be higher in June.	CHS Graduation rate will then continue to increase by 6% by the end of year 3.
CHS CAASPP scores will increase by 2 or more points by year two of the LCAP cycle. Both ELA and Math will move into the yellow	BASELINE: ELA = 7.4 points below the standard, maintained -1 point Math = 72.3 points below the standard, maintained 2.2 points	The 2020-2021 CAASPP data in ELA and Math for Grade 11:	2022-2023 CAASPP data : ELA: 47.9 points below standard with a decrease of 321.1 points and a Red	CAASPP will be taken in Spring 2024.	CHS CAASPP scores will increase in both ELA and Math by at least 6 points and will move into at least the yellow

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
by year 3 of the LCAP cycle.		ELA: 56.25% Met/Exceeded Standard Math: 25.40% Met/Exceeded Standard *Due to factors surrounding COVID-19 pandemic, testing participation varied. Care should be used when interpreting results. 2021-2022 CAASPP data: ELA = 15.8 points below the standard (46.31% met or exceeded) Math = 129.2 points below the standard (8.6% met or exceeded)	dashboard rating (32.56 met or exceeded) Math: 135.6 points below standard with a decrease of 6.4 points and a rating of Red (9.41% met or exceeded)		by year 3 of the LCAP cycle.
CHS All CHS students will take grade level STAR math and reading benchmark tests in year one of the LCAP cycle. Each student will meet a minimum	BASELINE: No data; initial year 2021-2022	May 2022 STAR Reading Data: Students at/above grade level in grades 9-12 Grade 9: 35% at/above grade level	March 2023 Star Reading data ELA: Grade 9: 36% at/above grade level Grade 10: 43% at/above grade level	Winter 2024 Benchmark Data (January): ELA: Grade 9: 41% at/above grade level	CHS All CHS students will take grade level STAR math and reading benchmark tests regularly and will meet a minimum goal of three year's growth.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
goal of one year growth annually.		Grade 10: 30% at/above grade level Grade 11: 42% at/above grade level Grade 12: 42% at/above grade level May 2022 STAR Math Data: Students at/above grade level in grades 9-12 Grade 9: 39% at/above grade level Grade 10: 19% at/above grade level Grade 11: 24% at/above grade level Grade 12: 20% at/above grade level	Grade 11: 49% at/above grade level March 2023 Star Math data Math: Grade 9: 4% at/above grade level Grade 10:27% at/above grade level Grade 11: 13% at/above grade level Grade 12: 20% at/above grade level	(increase of 7% since fall benchmark) Grade 10: 51% at/above grade level (increase of 6% since fall benchmark) Grade 11: 51% at/above grade level (decrease of 3%) since fall benchmark Grade 12: 31% at/above grade level (decrease of 10% since fall benchmark) Math: Grade 9: 8% at/above grade level (decrease of 6% since fall benchmark) Grade 10: 23% at/above grade level (increase of 1% since fall benchmark) Grade 11: 24% at/above grade level (only 56% of students took the exam; increase) Grade 12: 9% at/above grade level (decrease of 7%, however only 60% of students took the exam)	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CHS CHS students will have the opportunity to be enrolled in A-G courses to ensure students will have the choice of attending of college and/or career upon graduation. The percentage of students completing the A-G requirements upon graduation will increase by 3% annually.	BASELINE: 43% of 12th grade students completed the A-G Requirements in the 2020-2021 school year.	Class of 2022: 40% graduated A-G	Class of 2023: 48% graduated A-G	As of May 2024: Class of 2024: on track to graduate A-G is 29%	CHS The percentage of students completing the A-G requirements upon graduation will increase by 9% in year 3 of the LCAP.
CHS The percentage of students who have passed an Advanced Placement (AP) Examination with a score of 3 or higher will increase by 3% annually.	BASELINE: In the 2020-2021 school year, 52 students were enrolled in at least one AP course (26%). Of the 52 students, 16 passed their AP examination with a score of 3 or better. 3 students passed 2 AP courses with a score of 3 or better.	2021/2022: 73 students enrolled (36.5%); 58% of AP exam scores were 3 or better	2022/2023: 91 students enrolled (45.5%) 42% of AP Exam scores were 3 or higher	2023/2024- 98 students are enrolled in AP Classes this year.(37%)	CHS The percentage of students passing AP examinations will increase by 9% in year 3 of the LCAP.
CHS The percentage of students	2020-2021 EAP Results:	EAP Results:	EAP Results:	EAP Results:	The percentage of students demonstrating college

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
demonstrating college preparedness as measured by the EAP (Early Assessment Program) through the CAASPP test administration will increase by 3% annually.	ELA: 14.58% of 11th grade students will enroll in a GE English college level course upon entry of the CSU. 41.6% of 11th grade students must complete a year long English course in the 12th grade with a grade of C- or better. Students will enroll in a GE English college level course upon entry of the CSU. Mathematics: 6.35% of 11th grade students will enroll in a GE mathematics college level courses upon entry of the CSU. 19.05% of 11th grade students must complete a year long mathematics course in the 12th grade with a grade of C- or better. Students will enroll in a GE mathematics college level course	Class of 2022 (took CAASPP in 20-21 year): 56.25% of students scored at Standard Met or Standard Exceeded, which correlate to EAP Status Levels 3 and 4 Math: 25.40% of students scored at Standard Met or Standard Exceeded, which correlate to EAP Status Levels 3 and 4	Class of 2023 (took CAASPP in 21-22 year): ELA - 46.31% of students scored at Standard Met or Standard Exceeded, which correlates to EAP Status Levels 3 and 4 Math: 8.60% of students scored at Standard Met or Standard Exceeded, which correlates to EAP Status Levels 3 and 4	Class of 2024 (took CAASPP in 22-23year): ELA: 27% of students scored at Standard Met or Standard Exceeded, which correlates to EAP Status Levels 3 and 4 Math: 10% of students scored at Standard Met or Standard Exceeded, which correlates to EAP Status Levels 3 and 4	preparedness as measured by the EAP (Early Assessment Program) through the CAASPP test administration will increase by 9% in year 3 of the LCAP.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	upon entry of the CSU.				
CHS The percentage of students who have successfully completed CTE course requirements will increase by 3% annually.	2020-2021 CTE Pathway Data: In 2020-2021, 18 students completed at least 1 CTE pathway. 20%)	In 21-22, 19 students completed at least 1 CTE pathway. (28%)	In 2022-2023, 7 students (9%) completed at least 1 CTE pathway.	As of May 2024: Class of 2024: on track to graduate with a CTE Pathway complete is 29%	The percentage of students who have successfully completed CTE course requirements will increase by 9% in year 3 of the LCAP.
CHS The percentage of pupils who have completed either A-G or CTE course requirements will increase by 3% annually.	2020-2021 A-G and CTE Completion Rates A-G: 43 Students (49%) CTE: 18 Students (20%)	4 students completed both CTE and A-G in 21-22 (6%)	Students were completed CTE and were A=G: 0 students (0%)	Students on track to graduate A-G and with a complete CTE pathway is 8%	The percentage of pupils who have completed either A-G or CTE course requirements will increase by 9% in year 3 of the LCAP.
Properly Credentialed Teachers % of teachers properly credentialed *Metric was added in July 2023 per SCOE feedback	20-21 Teaching Assignment from Dataquest: 91% Clear credentials 3.4% Out of Field 3.9% Ineffective 1.6% Incomplete	No report from Dataquest or from CA Dashboard. All teachers were credentialed or on a waiver or in an intern program.	No report from Dataquest or from CA Dashboard. All teachers were credentialed or on a waiver or in an intern program.	No report from Dataquest or from CA Dashboard. All teachers were credentialed or on a waiver or in an intern program.	100% of teachers within field and effective.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Student Access to Instructional Materials % of students have access to instructional materials *Metric was added in July 2023 per SCOE feedback	100% had access to instructional materials	100% had access to instructional materials	100% had access to instructional materials	100% had access to instructional materials	Maintain 100% student access to instructional materials.
Facilities in good repair % of facilities are in good repair *Metric was added in July 2023 per SCOE feedback	20-21 school year 10 instances where facilities did not meet the Good repair standard at FIT report at Jefferson 16 instances at Washington. 23 instances at CHS.	7 instances where facilities did not meet the Good Repair standard at FIT report at Jefferson, 6 instances at CHS. 0 at Washington. 21-22 school year	6 instances where facilities did not meet the Good Repair standard at FIT report. (All instances were corrected) at CHS WES and JES were in Good Repair. (22-23 school year)	100% of facilities in Good repair with all ratings of Exemplary. (December 2023 FIT report)	100% of facilities considered in good repair.
Implementation of Academic Content Standards % of MS students agree/strongly agree with "I feel like I will be ready for high school classes when I finish middle school" - from Youth Truth Survey %of HS students agree/Strongly agree with "My school has	January 2021 Middle School students: 55% High School students: 29%	January 2022 Middle School students: 51% High School students: 32%	January 2023: Middle School students: 41% High School students: 31%	January 2024: Middle School students: 37% High School students: 37%	Increase of 9% over the three-year period.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
helped me develop the skills and knowledge I will need for college-level classes" - from Youth Truth survey *Metric was added in July 2023 per SCOE feedback					
Access to a broad course of study: % of elective sections out of all sections available to students at the high school *Metric was added in July 2023 per SCOE feedback	Access: 50 sections/147 = 34% electives on Master Schedule	Access: 60 sections/154 = 39% electives on Master Schedule	Access: 64 sections/166 = 39% electives on Master Schedule	Access: 60 sections of 158= 38%	Maintain at least 30% electives
Access to Enrollment in Programs/Services developed and provided to unduplicated pupils and individuals with exceptional needs % or # of student participating in summer programs,	Number of students in summer programming/ASES # of students in ASES: 157 Low-income (free/reduced and SED): 154 ELs: 82 Students with disabilities: 29	Number of students in summer programming/ASES # of students in ASES: 130 Low-income (free/reduced and SED): 126 ELs: 64 Students with disabilities: 26	Number of students in summer programming/ASES # of students in ASES: 142 Low-income (free/reduced and SED): 142 ELs: 67 Students with disabilities: 28	New summer programming (Champions) began in June 2024. Enrollment numbers = 177 students ASES participation: 193	Increase enrollment and maintain access to programming for unduplicated and individuals with exceptional needs.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
ASES after-school programming *Metric was added in July 2023 per SCOE feedback					
JES Students will be able to develop narrative, expository, and opinion written work as measured by local writing samples based on a score of 3 on an established rubric (1-4), with an annual increase of at least 10% meeting grade level standard on the CAASPP (grades 3-4).	2019 CAASPP Data: 21.9 points below standard in ELA according to dashboard (orange level). Grade K 3rd Trimester Dictation Assessment: 55% of students met or exceeded a rubric score of 3 (grade level or above). Grade 1 Writing Assessment: 60% of students met or exceeded a rubric score of 3 (grade level or above). Grade 2 39% of students met or exceeded a rubric score of 3 (grade level or above).	2021-2022 CAASPP data: ELA- 47.7 points below standard with a rating of Low on CA Dashboard Elementary staff attended the Writer's Workshop professional development during the school year and will recalibrate the writing rubrics used to assess student written work. The writing assessments were not given this school year and baseline data will be provided in the 2022-2023 school year.	2022-2023 CAASPP data will be released soon. Writing rubrics are being adapted from writer's workshop	Writing Rubrics were not completed throughout the 3 year cycle. This was not a focus and actions related to this area were not completed.	JES Students will be able to develop narrative, expository, and opinion written work as measured by local writing samples based on a score of 3 on an established rubric (1-4), with an overall increase of at least 30% on the CAASPP (grades 3-4).

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Grade 3 Writing Assessment: 23% of students met or exceeded a rubric score of 3 (grade level or above. Grade 4 Writing Assessment: 60% of students met or exceeded a rubric score of 3 (grade level or above).				
WMS By year two of LCAP cycle we will increase the number of students who meet proficient on the grade level writing rubrics (will create baseline during year 1)	No data for this yet - Will get baseline in year 1	Not done yet; changes in writing program will require the development of new rubrics.	No data	No data. Rubrics were not developed.	WMS By the end of year three of LCAP cycle we will increase the number of students who meet proficient on the grade level writing rubrics (will create baseline during year 1)

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.

Cloverdale Unified School District's Goal #1 was focused on Instruction. The goals stated: Students will receive rigorous, high quality instruction that meets state and local standards, and school staff will use assessment data to guide instruction and individualize support for

each student. This goal was developed to address low performance in English Language Arts, Mathematics, and graduation rates. Actions were separated into 1.1 Professional Development, 1.2 Collaboration, 1.3 Program Design & Instructional Support, 1.4 Assessment, 1.5 Technology, 1.6 Expanded Learning Experiences, and 1.7 Supplemental Staffing. The intent of the Actions were to provide the following: training to build capacity in Tier one supports for instruction, collaboration time and supports for additional staff to build strong instructional planning and implementation, additional intervention supports and engaging electives, as well as assessment supports and additional engaging experiences for students. In 2023-2024, CUSD planned on implementing all actions. CUSD was able to provide extensive opportunities for professional development including: GLAD training, continuing Co-Teaching professional development and support, paraprofessional professional development opportunities, SIPPS training at Jefferson Elementary, as well as additional Wonders and Renaissance training and support. CEL classroom walkthrough and training were not implemented as proposed, mainly due to a district wide MTSS 3 year implementation beginning. CUSD will be developing a walkthrough tool and putting walkthroughs back in place during the 2024-2027 LCAP cycle in alignment with the continuing MTSS development and implementation. PLC time and and collaboration time was provided, however, release time for teachers to observe other teachers was limited and site dependent. The differences between sites was partly due to substitute availability as well as new administration at each new site familiarizing themselves with the site and needs. One TOSA was provided for instructional support, however, due to competing needs, they spend more time in helping develop Tier 2 supports for reading and mathematics. Program Design and Instructional Support was partially implemented with curriculums purchased, and additional electives and supports implemented. New teacher support program was begun but not fully developed and is a continued area of need. In the area of assessment, the actions were partially implemented with substitute support being a hurdle for full implementation. The technology action was fully implemented as well as the Expanded Learning Experience and Supplemental staffing actions.

CUSD utilized several metrics to analyze the impact of Goal #1 which generally fell into the following categories: Reading/Math scores (both local and state assessments), College and Career/Graduation readiness, access to rigorous advanced studies, and basic needs. In the category of reading and math success, actions were not effective at achieving the goal. In all areas and sites, students decreased their performance in reading with a decrease in reading comprehensive as evidenced by a decrease in students reading at or above reading level on the STAR reading exam (local benchmark). In addition, CAASPP scores decreased over the three year period with students further below standard (when examining points) then seen during the Baseline year. For example, Jefferson Elementary students were 21.9 points below standard in ELA in 2019 compared to 39 points below standard in 2023. 2024 exams are yet to be released, however, based on the previous year's data, no improvement was seen. Similar patterns were seen at Washington School and Cloverdale High School (CHS). Mathematics scores exhibited similar patterns with few students scoring at or above benchmark on the STAR mathematics local benchmark. Similar patterns were seen with the CAASPP Mathematics scores with student achievement falling between the baseline year and 2023 scores (2024 scores yet to be released). Furthermore, Washington School slipped from yellow to red on the California Dashboard between baseline year and 2023, which was also seen at CHS (orange to red). Jefferson did not decrease in dashboard color, but did decrease significantly in the points below standard in Math. CUSD hypothesizes that uneven implementation of professional development and optional professional development has led to difficulties with increasing the capacity of staff and implementing new learning in the classroom. As a result of the decrease in academic achievement, CUSD has launched a 3 year implementation of MTSS (started in 2023-2024) in order to create a sustained shift in practices and develop clear Tier 1, Tier 2, and Tier 3 supports and teaching.

In contrast to ELA and Math metrics, CUSD did see a mixed impact in Graduation Rates and other metrics supporting student access and college/career readiness. Graduation rates were positively impacted with an increase by 2.9% during the LCAP cycle. The percent of students who are enrolled in AP Classes increased by 12% during the LCAP cycle and therefore increasing access. In addition, the AP exam

passing rates remained at 40-60% throughout the increase of enrollment. Students who completed A-G requirements varied by year as often seen in a district this size, with an overall decrease. CTE pathway completion dramatically increased in the last year of the LCAP form baseline of 4.5% to an 32% of students being on track to complete a pathway in the Class of 2024. Similarly an estimated 7% of the Class of 2024 will graduate A-G and with a completed CTE pathway in comparison to 4.5% in the baseline year. Utilizing Youth Truth survey results, students at CHS felt by 2024 they were developing skills needed for college level classes. Some of the actions CUSD attributes to this is Co-Teaching implementation at CHS, increased field trips and career/college exploration and guest speakers in 2023-2024. Finally, the district has committed to funding additional elective sections which has allowed CHS to maintain or even increase electives that all more opportunities for engagement in CTE and other A-G electives.

CUSD had several challenges in implementing goals. First, the certificated substitute availability has increased over the last year, but it is still difficult to find certificated substitutes for large trainings or to allow groups of teachers to have release time together. Many trainings are held after school to minimize the need for substitute teachers, which results in trainings being optional. The district has offered supplemental pay for attendance and in some cases additional pay for finishing a training series. However, few teachers/staff have attended and finished trainings offered in this manner. The result is fewer trained individuals and an uneven unpredictable implementation of trainings. Staff turnover impacted the ability to keep staff trained and at the same level of capacity. Many new staff members were busy with starting up their classrooms for the first time and being involved in teacher induction and did not have the time or bandwidth to optimally attend further training. In 2023-2024, at least 15 teachers were either new to CUSD or still in their first 2 years of clearing their credential.

One action that was not implemented was CEL walkthroughs due to the need for a high number of substitute teachers to complete an effective training and implementation. Furthermore, due to the MTSS 3 year plan, it was decided to hold off on implementing walkthroughs until the District MTSS team and Site MTSS teams collaborated on the process. Substitute support for reading assessment administration was not implemented as Reading Assistants administered the bulk of reading assessments this past year and substitutes were hard to find. Many of the actions were partially or fully implemented but were paid for using one time funding instead of using LCAP funds.

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

The actual expenditures for actions and services to increase or improve services for high needs students in 2023-2024 is less than the total budgeted expenditures due to a number of factors including the statewide substitute shortage which postponed some of the professional development opportunities planned for staff, an inability to hire all of the budgeted additional instructional assistants to support teachers in high needs classrooms, and the hiring of employees that did not occur which led to a reduction in the yearly budgeted salaries. In addition, some of the contributing actions were paid out of one time funds instead of the LCAP in order utilize the one time funds effectively and timely.

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

Action 1.1: As discussed above, professional development was not effective in making progress towards the goal during the 3 year LCAP cycle as seen in the metrics. The inability to require training or provide enough substitute teachers to universally provide trainings prevented

movement in the data. Furthermore, staff turnover impacted the ability to keep staff trained especially with new staff being impacted by other trainings and many involved in new teacher induction courses. The Co-Teaching training was the most universally provided training for staff involved in the Co-Teaching model. Turnover in staffing in Special Education impacted the ability to have a larger impact on Special Education data. However, antidotal data suggests a positive impact as well as metrics not used in this goal (higher engagement and attendance for students receiving special education services).

Action 1.2: Collaboration. PLC time and Co-Teaching collaboration time was fully implemented as well as a TOSA. The TOSA was implemented but job duties were altered to cover other areas in addition to the ones listed in the LCAP. Release time was utilized for teachers to see teachers, but not at the rate that was funded in the LCAP and therefore, not as effective. Substitute issues were impacting the ability to fully implement.

Action 1.3: All actions were implemented. Big Picture Learning Program was highly effective with 100% satisfaction from families and students involved in the program. Additionally, students and families are asking for more support. The new teacher support program was partially implemented and all teachers are returning that were asked to return. CTE pathway completion increased, as well as student positive responses regarding college and career suggesting progress towards the goal or even surpassing the goal in some instances.

Action 1.4: Sub support was not completed and additional release time was not provided as discussed above. The rest of the action was completed. This goal to provide benchmarks and time to additional time to review them (beyond PLC time which is already provided weekly) was not effective. Benchmarks were given but no evidence the resulting conversations and instructional changes was provided and no evidence exists of improvement in benchmark data following any changes is evident.

Action 1.5: Technology was provided to provide additional tiered supports and access to library books. No evidence was found in the metrics to support progress.

Action 1.6: All actions were implemented. Metrics suggest a positive impact towards the goal 1 in that progress was made towards college/career preparedness as well as towards student engagement (metric from other goals as well as antidotal discussions regarding book clubs, parent engagement and field trips).

Action 1.7: All supplemental staffing was provided. No direct evidence from the metrics supports this action making progress towards the goal. However, significant evidence in LCAP conversations during new cycle 2024-2027 provide evidence about the importance of librarians at Jefferson Elementary and Washington School. The programming has increased in the past year and students seek out the library during breaks and lunch as well as for book clubs.

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.

For 2024-2025 LCAP, this goal was removed to develop a more focused goal that addresses English Language Arts and Mathematics specifically. Due to the low scores for all subgroups and for all areas, the new goal will focus on overall instruction and how to make a more uniform impact on students. Metrics will address ELA and Math growth only.

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	English Language Development - Dual Language Learners will receive high-quality instruction to support dual language fluency, including Designated and Integrated English Language Development and advanced Spanish instruction that increases students' access to all academic and social-emotional content.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
JES Students will be ready for redesignation/reclassification by 4th grade or after 5 years of English instruction, as measured by reclassification numbers. Reclassification is based on ELPAC score, local measures, parent and teacher input	2017-2018 0 students reclassified (0%) 2018-2019 31 students reclassified (12.7%) 2019-2020 20 students reclassified (9.8%) 2020-2021 13 students reclassified (6%)	15 JES students were reclassified in 2021-2022. (7.2 %)	2022-2023 - 21 students were reclassified at JES (10.7%)	Fall 2023: 16 reclassified at JES (8.5%)	JES All students who are designated English Learners will be ready for redesignation/reclassification by 4th grade or after 5 years of English instruction, as measured by reclassification numbers.
JES Student ELPAC scores will increase by at least one level each year, as evidenced by annual ELPAC data.	Limited data available due to COVID Spring 2018-Spring 2019 Total ELLs 74 students: 9 students	The data for the 2021-2022 ELPAC administration will be forthcoming. JES ELPAC data from Spring 2022	The data for the 2022-2023 ELPAC administration: Total Students Tested: 178 at Jefferson	2023-24 ELPAC administration at JES: Total students tested: 174	JES Student ELPAC scores will increase by at least three levels in three years, as evidenced by annual ELPAC data.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	increased at least 1 level on ELPAC in 1 year (12%). No Data available for 2020. 2020-2021 ELPAC Data 13% of ELL Students were Well Developed/English Proficient 42.50% of ELL Students were Moderately Developed English Proficient	Total students: 181 tested 12.2% were Level 4 36.5% were Level 3 21.5% were Level 2 29.8% were Level 1 56.1% of EL's were making progress to proficiency with a rating of High on the CA Dashboard 54% progressed at least one ELPI Level 2.2% maintained an ELPI level 4 26.6% maintained an ELPI level below 4 17.3% decreased at least one ELPI level	9.6% were Level 4 36.4% were Level 3 34.1% were Level 2 19.9% were Level 1 Progress to proficiency: Red on dashboard, 23.7% making progress a decline of 32.4% 23.7% of EL's were making progress to proficiency with a rating of High on the CA Dashboard 23.7% progressed at least one ELPI Level 0% maintained an ELPI level 4 30.5% maintained an ELPI level below 4 45.8% decreased at least one ELPI level	Level 1 - 32 students (18.3%) Level 2 - 43 students (24.7%) Level 3 - 67 students (38.5%) Level 4 - 32 students (18.3%) CA Dashboard Scores are expected to be released mid-August 2024.	
WMS The English Learner reclassification rate will increase by 3% annually.	17/18 - 14 students reclassified 18/19 - 39 students reclassified 19/20 - 21 students reclassified 20/21 - 10 students reclassified	8 WMS students were reclassified in 2021-2022	22/23: students reclassified 10	Fall 2023: 19 reclassified at WES	WMS The student reclassification rate will increase by 9% in the 2023-2024 school year.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
WMS Student ELPAC scores will increase by at least one level each year, as evidenced by annual ELPAC data.	2020-2021 ELPAC Data 26.36% of ELL Students were Well Developed/English Proficient 41.82% of ELL Students were Moderately Developed English Proficient	WMS ELPAC data from Spring 2022 Total students: 119 tested 10.2% were Level 4 46.1% were Level 3 33.6% were Level 2 10.2% were Level 1 25.2% of EL's were making progress to proficiency with a rating of Very Low on the CA Dashboard 16.8% progressed at least one ELPI Level 8.4% maintained an ELPI level 4 16.8% maintained an ELPI level below 4 58% decreased at least one ELPI level	The data for the 2022-2023 ELPAC administration: Total Students Tested: 120 at Washington 26.7% were Level 4 31.7% were Level 3 27.5% were Level 2 14.2% were Level 1 Progress to proficiency: Green on dashboard, 48.2% making progress an increase of 23% 48.2% of EL's were making progress to proficiency with a rating of High on the CA Dashboard 43.9% progressed at least one ELPI Level 3.5% maintained an ELPI level 4 24.6% maintained an ELPI level below 4 27.2% decreased at least one ELPI level	The data for the 2023-24 ELPAC administration: Total students tested: 117 Overall Percentage Levels: Level 1: 23 students (19.6 percent) Level 2: 17 students (14.5 percent) Level 3: 43 students (36.7 percent) Level 4: 34 students (29 percent) CA Dashboard Scores are expected to be released mid-August 2024.	WMS Student ELPAC scores will increase by at least three levels in three years, as evidenced by annual ELPAC data.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CHS Student ELPAC scores will increase by at least one level each year, as evidenced by annual ELPAC data.	BASELINE: 50% of 22 ELL students are making progress towards English proficiency = medium progress level which is 45%-55% of ELL students. 2020-2021 ELPAC Data 15.38% of ELL Students are Well Developed/English Proficient 19.23% of ELL Students are Moderately Developed English Proficient	CHS ELPAC data from Spring 2022 Total students: 27 tested 0% were Level 4 33.3% were Level 3 44.4% were Level 2 18.5% were Level 1 16.7% of EL's were making progress to proficiency with no rating on CA Dashboard due to number of students 16.7% progressed at least one ELPI Level 0% maintained an ELPI level 4 33.3% maintained an ELPI level below 4 50% decreased at least one ELPI level	The data for the 2022-2023 ELPAC administration: Total students: 53 tested 9.4% were Level 4 39.6% were Level 3 32.1% were Level 2 18.9% were Level 1 Progress to proficiency: No color on dashboard, 50% making progress an increase of 33.3% 50% of EL's were making progress to proficiency with a rating of High on the CA Dashboard 50% progressed at least one ELPI Level 0% maintained an ELPI level 4 30.4% maintained an ELPI level below 4 17.4% decreased at least one ELPI level	The data for the 2023-24 ELPAC administration: Total students tested: 70 Oral Language Proficiency: Level 1: 14 students Level 2: 6 students Level 3: 21 students Level 4: 29 students Written Language Proficiency: Level 1: 24 students Level 2: 30 students Level 3: 13 students Level 4: 3 students Overall Percentage Levels: Level 1: 27.1 percent Level 2: 25.7 percent Level 3: 24.2 percent Level 4: 22.8 percent CA Dashboard Scores are expected to be released mid-August 2024.	CHS Student ELPAC scores will increase by at least three levels in three years, as evidenced by annual ELPAC data.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CHS The English Learner reclassification rate will increase by 3% annually.	2020-2021: 7 CHS students reclassified	8 CHS students were reclassified this year	22/23 - 0 students reclassified	Fall 2023: 10 students reclassified at CHS	CHS The student reclassification rate will increase by 9% in the 2023-2024 school year.
CHS The percentage of students earning a Seal of Biliteracy will increase by 3% annually.	2020-2021: 24 Students earned the Seal of Biliteracy	21-22: 16 students earned the Seal of Biliteracy	22-23 Seal of Biliteracy: 10 students earned the Seal of Biliteracy	On track to graduate in 2024: 9 student earned the State Seal of Biliteracy	CHS The number of students who have earned their Seal of Biliteracy will increase by 9% in the 2023-2024 school year.
EL Access to CA Standards including ELD Standards % of Middle School ELs that agree/strongly agree with "I feel like I will be ready for high school when I finish middle school"- Youth Truth survey data % of High School ELs that agree/strongly agree with "my school has helped me develop the skills and knowledge I will need	Data not available for English Learners only.	January 2022: 53% of MS English Learners agree/strongly agree 40% of HS English learners agree/strongly agree	January 2023: 54% of MS English learners agree/strongly agree 36% of HS English learners agree/strongly agree	January 2024: 45% of MS English learners agree/strongly agree 43% of HS English learners agree/strongly agree	Increase by 3%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
for college-level classes"- Youth truth data *Metric added in July 2023 in response to feedback from SCOE*					

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's Goal #2 was focused on English Language Development and Dual Language Learners. Goal #2 was: Dual Language Learners will receive high-quality instruction to support dual language fluency, including Designated and Integrated English Language Development and advanced Spanish instruction that increases their access to all academic and social-emotional content.

Action 2.1 focused on Professional Development in the areas of designated and integrated ELD as well as the EL Roadmap and newcomer needs. This action was partially implemented with the majority of focus on building capacity in the leadership team members as well as teachers providing Designated ELD at the Middle and High schools. Training was provided on the English Learner Roadmap to leadership/administrative team during the Administrative Leadership Retreat in August 2023. Each site was provided with materials to implement EL Roadmap training for all sites. ELD teachers at Washington and CHS attended a variety of trainings at Sonoma County Office of Education as well as CABE Conference in Anaheim. The Director of Curriculum, Instruction, and Accountability attended all ELD trainings and supported implementation at sites. Washington School provided several trainings on the ELPAC task types as well as using the Ellevation platform to teachers throughout the year. Jefferson Elementary teachers attended training on Wonders and EL supports. School site administrators attended a variety of trainings at SCOE as well as the CABE conference to build capacity. Classified staff both site and district EL support staff attended the CABE conference. Many of the metrics of this goal have not been reported for 2023-2024 due to ELPAC scores not being release for 2024. However, in general the district sees an increase in ELPAC scores at the 5th-12th grade levels and reclassification happening at all sites, which was not seen earlier in this LCAP cycle.

Action 2.2, 2.4, and 2.5 focused on collaboration and providing time for reviewing ELPAC data and implementing interim ELPAC assessments. PLC time is provided weekly and while English Learners should be discussed frequently, the PLC calendar at each site

designated a time in August 2023 to become familiar with English Learners in each grade and use the Ellevation platform to access this data. A TOSA was not provided or implemented for this intent due to hiring difficulties. This position remained unfilled when an employee left the district during the summer. The new Interim ELPAC assessments were implemented in a limited capacity due to constraints with training time, and staffing. Interim ELPAC assessments were implemented for grade 3 and grade 4 students who were estimated to be ready to reclassify if they scored a 4 on the Summative ELPAC In 2024. Results of the summative ELPAC have not been released at this time, so the effectiveness is not able to be measured. Increased EL reclassifications, as well as progress towards reclassification suggests that supports were effective.

Action 2.3 focused on Program Design and Instructional Support. Designated sections and teachers were provided at Washington School and Cloverdale High School as well as parent education events and EL strategies support program from Ellevation. Designated teachers were effective at increasing the progress of English Learners as evidenced by movement on the California Dashboard for both Washington School and CHS. Ellevation Strategies program was purchased to support teachers, however, training and implementation was ineffective due to lack of support at the site and lack of required training. Due to limited times with their staff, Site administration prioritized other trainings and getting to know their staff (all new principals for each site) over training of Strategies. Initial training was provided, however, district staff did not follow up with other training due to time constraints and other needs. ELD supports tutors/Instructional Aides were not implemented partially due to difficulty hiring and the already vacant positions in the district as well as lack of scaffolding for implementation. Curriculum was piloted for CHS and Washington school using the funds and staff and students were not supportive of moving forward with the curriculum. Other options are being examined for the future LCAP cycle. Parent Engagement events were invested in with one large event at CABE Monterey with several parents and classified staff attending. While not a metric, DELAC attendance has increased and attendees are consistently attending allowing a strong base moving forward. As a result, Action 2.3 is seen as effective when looking at parent engagement and teachers. Ellevation Strategies was ineffective due to roll out. Tutors were not pursued due to staffing issues, however, current staff did provide some after school tutoring to determine effectiveness of the action. Tutoring occurred for newcomers at CHS and Washington and was well attended and students felt they had someone to help assist with teacher conflicts and homework. CUSD will further examine how this can be provided in the future, especially for newcomer students.

Action 2.6 was focused on providing additional expanded learning opportunities and expand partnerships. Field trips were implemented for all students with a focus on increasing access for English Learners utilizing one time funds and after school funding. Partnerships are being built through the CTE program and CTE program coordinator to give students real world experiences. The district has accepted funding for Migrant Education and is working with Butte County Region for Migrant Education to build supports for implementation in 2024-2025 to provide tutoring, academic counseling, and additional migrant summer education programs.

Action 2.7 focused on supplemental staffing including transportation and translator as well as ELD support coordinator. These actions were considered effective as translation and ELD support coordinator ensured greater communication between students, staff, and families and there was an increase in student success of ELs. Current metrics do not measure effectiveness of transportation or translation, however, these are needed services as identified by parents in LCAP meetings and DELAC meetings. The District ELD Support Coordinator provides tutoring, testing supports, interim testing and is considered effective by the relationships built with students, staff, and families. There is no current direct measure in the LCAP.

CUSD faces challenges with implementing Professional Development for several reasons including: few PD days embedded in the year, few substitute teachers available, and optional training hurdles. There are few PD days embedded in the school year where staff is required to attend. There are many competing needs for the days and moving forward EL PD will be embedded in training for CUSD's 3 year MTSS implementation and training. Other challenges including offering professional development after school and therefore making it optional. Optional training has not been well attended in the district, even with offers of supplemental pay and additional incentives for finishing series training. As a result, effective and quality implementation is difficult. The availability of credentialed substitute teachers is low making it difficult to have trainings during the school day. The other difficulty is staffing and finding qualified hires and as a result finding tutors for English Learners was difficult and was not implemented beyond having the District ELD Support Coordinator providing some tutoring after school. Interim ELPAC assessments were partially implemented due to the unfamiliarity of the test as well as staffing to implement. Scaffolds are being implemented to more fully implement this in the next LCAP cycle. Partnerships are slow to implement and hurdles to build these include staffing and time, however, first steps have been implemented and will continue into the next LCAP cycle.

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

The actual expenditures for actions and services to increase or improve services for high-need students in 2022-2024 is less than the total budgeted expenditures due to a number of factors including the statewide substitute shortage which postponed some of the professional development opportunities planned for staff, an inability to hire all of the budgeted additional instructional assistants to support teachers in high needs classrooms, and the hiring of employees that did not occur which led to a reduction in the yearly budgeted salaries. Some professional development did not occur due to prioritizing MTSS implementation over site needs and other services. The MTSS was prioritized as it will put a scaffolding in place to do the work needed to effectively roll out other professional development and actions in this goal. With respect to Action 2.5 and the district's use of Document Tracking Services (DTS) for translation services, the district did not expect DTS was going to be needed so, when it was discovered otherwise, funds were allocated for the provision of translation services.

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

Action 2.1 focused on Professional Development in the areas of designated and integrated ELD as well as the EL Roadmap and newcomer needs. As this action was partially implemented the action was overall ineffective at this time. Leadership was given tools and training to build their capacity, however, other trainings were prioritize making the rollout incomplete and ineffective at this time. Trainings related to ELD were effective in that a large number of teachers, classified staff, and parents attended CABE conferences and workshops. Parents and staff were energized by the experiences and are engaged with helping ELs and the district move forward, which we classify as an effective action that we can build on in the coming year. Many of the metrics of this goal have not been reported for 2023-2024 due to ELPAC scores not being release for 2024. However, in general the district sees an increase in ELPAC scores at the 5th-12th grade levels and reclassification happening at all sites, which was not seen earlier in this LCAP cycle.

Action 2.2, 2.4, and 2.5 focused on collaboration and providing time for reviewing ELPAC data and implementing interim ELPAC assessments. Site administrators and teachers utilized PLC time to discuss English Learners, and the sites are looking at methods to embed this more frequently to make this more effective. A TOSA was not provided/implemented which would have made this more effective. The new Interim ELPAC assessments were implemented in a limited capacity due to constraints with training time, and staffing. Interim ELPAC assessments were implemented for grade 3 and grade 4 students who were estimated to be ready to reclassify if they scored a 4 on the Summative ELPAC In 2024. Preliminary results of the summative ELPAC suggest this was effective for some students. Increased EL reclassifications, as well as progress towards reclassification suggests, that supports were effective. .

Action 2.3 focused on Program Design and Instructional Support. Designated sections and teachers were provided at Washington School and Cloverdale High School as well as parent education events and EL strategies support program from Ellevation. Designated teachers were effective at increasing the progress of English Learners as evidenced by movement on the California Dashboard for both Washington School and CHS. Ellevation Strategies program was purchased to support teachers, however, training and implementation was ineffective due to lack of support at the site and lack of required training. ELD support tutors/instructional aides were not implemented partially due to difficulty hiring and the already vacant positions in the district, as well as lack of scaffolding for implementation. Curriculum was piloted for CHS and Washington School using the funds; however, staff and students were not supportive of moving forward with the curriculum. Other options are being examined for the future LCAP cycle. Parent Engagement events were invested in with one large event at CABE Monterey with several parents and classified staff attending. While not a metric, DELAC attendance has increased and attendees are consistently attending allowing a strong base moving forward. As a result, Action 2.3 is seen as effective when looking at parent engagement and teachers. Ellevation Strategies was ineffective due to roll out. Tutors were not pursued due to staffing issues, however, current staff did not provide some after school tutoring to determine effectiveness of the action. Tutoring occurred for newcomers at CHS and Washington and was well attended and students felt they had someone to help assist with teacher conflicts and homework. CUSD will further examine how this can be provided in the future, especially for newcomer students.

Action 2.6 was focused on providing additional expanded learning opportunities and expand partnerships. Field trips were implemented for all students with a focus on increasing access for English Learners utilizing one time funds and after school funding. Partnerships are being built through the CTE program and CTE program coordinator to give students real world experiences. The district has accepted funding for Migrant Education and is working with Butte County Region for Migrant Education to build supports for implementation in 2024-2025 to provide tutoring, academic counseling, and additional migrant summer education programs. This action is in its beginning stage but is in progress and is considered effective.

Action 2.7 focused on supplemental staffing including transportation and translator as well as ELD support coordinator. These actions were considered effective as translation and ELD support coordinator ensured greater communication between students, staff, and families and there was an increase in student success of ELs. Current metrics do not measure effectiveness of transportation or translation, however, these are needed services as identified by parents in LCAP meetings and DELAC meetings. The District ELD Support Coordinator provides tutoring, testing supports, interim testing and is considered effective by the relationships built with students, staff, and families. There is no current direct measure in the LCAP.

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.

Due to the metrics and data of English Learners and other subgroups, the district with support of English Learner parents, have decided to start a new goal in the coming LCAP 2024-2027 cycle. While many areas of the goal were met or progress was made, educational partners felt it would be stronger to change the approach. EL parents expressed interest in embedding ELD and EL supports into each goal instead of having a separate goal. Additionally, they pushed for a separate college and/or career goal. Actions and metrics will therefore be embedded under each of the new goals for the 2024-2027 goals. CUSD believes a strengthened approach will be to embed EL supports under each goal allowing PD and other actions to focus on how ELs will meet the goal instead of having EL achievement as a goal in itself as supporting ELs and other subgroups should be part of everything we do, not just one goal.

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	Social-Emotional Support and Intervention - In addition to instructional support and intervention, students will have access to Social Emotional Learning, counseling, and guidance resources as part of a comprehensive and connected system of support.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
JES Office/disciplinary referrals & suspensions will decrease by 10% each year as evidenced by the number of office referrals & suspensions.	2020-2021: 0 office referrals & 0 suspensions (Due to distance learning) 2019-2020: 1% of students suspended according to CDE dashboard (yellow status) 2019-2020: 188 office referrals & 2 suspensions	2021-2022 Discipline Data 13 students suspended 30 total student suspensions 134 of office referrals 0 of students expelled 21/22 CA Dashboard suspension rate was 2.7% in the Medium category	22/23 year *Updated in July 2023 to reflect close of year** 8 students suspended total 24 total suspensions 270 of office referrals 0 of students expelled 22/23 Dashboard: Suspension rates are in the green category at 1.3% suspended at least one day (a decline of 1.4%)	Current data as of April 29, 2024 10 students suspended at least one school day 22 total incidents of student suspensions 70 of office referrals 0 of students expelled	JES Office/disciplinary referrals & suspensions will decrease by 30% over three years as evidenced by the number of office referrals & suspensions.
JES Grade 4 students will take the Caring Schools Community Survey each year & there will be a 10% increase in	May 2021 Caring Schools Community Grade 4 Survey (83 responses): Students feeling safe in the classroom: 64/83 students (77%)	BASELINE DATA: During the 2021-2022 school year, the District administered the Youth Truth Survey and JES did	100% response rate for Spring 2023 survey of Youth truth in grades 3 and 4 Third and fourth graders responded to the survey. The	January 2024: 95% Response Rate from 170 students in grades 3 and 4. Third and fourth graders responded to	JES Grade 4 students will take the Caring Schools Community Survey each year & there will be a 30% increase in

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
the number of students feeling safe at JES as evidenced by the survey. The survey will be administered in May each year.	Students feeling safe on the playground: 52/83 students (63%) Students feeling safe in the hallways: 53/83 students (64%) Students feeling safe in the bathroom: 40/83 students (48%)	not elect to administer the Caring Schools Community survey. Third and fourth graders responded to the survey. The following student responses were provided related to students' perceptions of school safety and connectedness. The responses indicated were based on the rating scale of Agreed/Strongly Agreed: Engagement: 85% Relationships: 78% Culture: 21% Academic Challenge: 48% Belonging: 60% Instructional Methods: 58% Family responses: Engagement: 39% Relationships: 79% Culture: 63% Communication and Feedback: 71% School Safety: 46% Resources: 51%	following student responses were provided related to students' perceptions of school safety and connectedness. The responses indicated were based on the rating scale of Agreed/Strongly Agreed: Engagement: 78% Relationships: 73% Culture: 19% Academic Challenge: 50% Belonging: 32% Instructional Methods: 57% Family responses: Engagement: 59% Relationships: 86% Culture: 74% Communication and Feedback: 77% School Safety: 52% Resources: 58%	the survey. The following student responses were provided related to students' perceptions of school safety and connectedness. The responses indicated were based on the rating scale of Agreed/Strongly Agreed from the Synthesis Report: Engagement: 82% Relationships: 75% Culture: 14% Academic Challenge: 48% Belonging: 31% Instructional Methods: 67% Family responses: Engagement: 47% Relationships: 89% Culture: 61% Communication and Feedback: 76 School Safety: 45% Resources: 47%	the number of students feeling safe at JES as evidenced by the survey. Student perceptions through the administration of the Youth Truth Survey regarding school connectedness and safety will increase by 15% positive responses in year 3 of the LCAP.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
WMS Referrals, suspensions, and expulsions will decrease until WMS is in the green or blue as per CA Dashboard	As of Spring 2021, WMS is in the Green Tier - Went from Red to Green from 16/17 (70 suspensions) to 18/19 (42 suspensions)	2021-2022 Discipline Data 57 students suspended 99 student suspensions 190 of office referrals 6 students expelled 21/22 CA Dashboard suspension rate was 12.4% in the Very High category with 57 students suspended	22/23 year: 31 students suspended 44 student suspensions 80 of office referrals 2 students expelled	2023-24 at WMS 41 students suspended at least one day 63 student suspensions 147 office referrals 4 students expelled CA Dashboard results anticipated mid-August 2024.	WMS Referrals and suspensions will decrease until WMS is in the green or blue as per CA Dashboard.
WMS Annual 10% decrease in SART and SARB letters (decrease in chronic absenteeism)	14 SARB Letter 1's in 19/20	SART SARB Numbers unavailable at this time.	SART Meetings:3 SART letters: 18 SARB Meetings: 3	Current data as of 4/30/24 SART Meetings: 25 SART Letters: 25 SARB referrals: 6 SARB Meetings: 6	WMS 30% decrease in SART and SARB letters (decrease in chronic absenteeism) by the end of the three year LCAP cycle.
WMS Youth Truth Student Survey Data Results related to student perceptions of school safety and connectedness. Student responses will increase by 5% annually.		BASELINE DATA During the 2021-2022 school year, the District administered the Youth Truth Survey. The following student responses were provided related to students'	90% response rate for Spring 2023 survey The following student responses were provided related to students' perceptions of school safety and connectedness. The responses indicated	January 2024: 92% response rate for 2024 survey. The following student responses were provided related to students' perceptions of school safety and connectedness. The responses indicated	Student perceptions through the administration of the Youth Truth Survey regarding school connectedness and safety will increase by 15% positive responses in year 3 of the LCAP.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		perceptions of school safety and connectedness. The responses indicated were based on the rating scale of Agreed/Strongly Agreed: Engagement: 43% Relationships: 46% Culture: 33% Academic Challenge: 56% Belonging: 46% Family responses: Engagement: 32% Relationships: 66% Culture: 46% Communication and Feedback: 56% School Safety: 29% Resources: 38%	were based on the rating scale of Agreed/Strongly Agreed: Engagement: 38% Relationships: 37% Culture: 26% Academic Challenge: 51% Belonging: 40% Family responses: Engagement: 44% Relationships: 57% Culture: 36% Communication and Feedback: 51% School Safety: 29% Resources: 29%	were based on the rating scale of Agreed/Strongly Agreed form the Synthesis report: Student responses: Engagement: 36% Relationships: 32% Culture: 25% Academic Challenge: 47% Belonging: 42% Family responses: Engagement: 44% Relationships: 57% Culture: 37% Communication and Feedback: 54% School Safety: 32% Resources: 38%	
WMS The school attendance rate will increase by 3% annually. (ADA)	Due to the challenges of the COVID pandemic, school attendance rates have experienced a significant decline. Information was not reported on the CA	BASELINE DATA: The 2021-2022 attendance rate was 88.62% for 7/8th grades. The 2021-2022 attendance rate was	The 2022-2023 attendance rate was 90.72% for 7/8th grades. The 2022-2023 attendance rate was 91.38% for 5/6th grades.	Current attendance rate as of April 26, 2024: 7/8th grade: 93.34% 5/6th grade: 92.97%	School attendance rate will increase by 9% in year 3 of the LCAP.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Dashboard in 2020-2021 and the tracking system was different for COVID.	91.49% for 5/6th grades.			
WMS The school chronic absenteeism rate will decrease by 3% annually.	Due to the challenges of the COVID pandemic, school attendance rates have experienced a significant decline. Information was not reported on the CA Dashboard in 2020-2021.	BASELINE DATA: The 2021-2022 chronic absenteeism rate: 136 Students are classified as chronically absent; 33% 21/22 CA Dashboard Chronic Absenteeism rates: 33% for 5-8; overall 33.7% K-8	2022-2023 CA Dashboard Chronic Absenteeism rates: Yellow on the dashboard, with 29.5% chronically absent, a decline of 5.4%	Current rates as of 4/26/2024 16.7% chronically absent from Aeries data	The chronic absenteeism rate will decrease by 9% in year three of the LCAP cycle.
WMS The middle school dropout rate	2020-2021 Middle School Dropout Rate 2020-2021: 0 Students	BASELINE DATA: 21-22 0 dropouts	22-23 0 dropouts	0 dropouts in 2023-24	The middle school dropout rate will continue to be at 0% at the end of the three-year LCAP cycle.
CHS The number of students suspended at least once will decrease by 10% each year of the LCAP cycle. The number of students	BASELINE: 17.4% of students were suspended at least once = increase of 9.2% from previous year.	21/22 CA Dashboard suspension rate was 9.4% in the High category 38 students suspended	22/23 CA Dashboard-8.3% suspends, with a decline of 1% and a category of Yellow 22/23 year: 30 students suspended	2023-24 Discipline Data for CHS: 14 students suspended at least one day 16 total suspensions 0 explusions	CHS The number of students suspended at least once will decrease by 30% by the end of the three year LCAP cycle. The number of student

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
expelled will decrease by 10% annually.		73 student suspensions 0 students expelled	41 student suspensions 2 students expelled		expulsions will decrease by 30% at the end of the three year LCAP cycle.
CHS Youth Truth Student Survey Data Results related to student perceptions of school safety and connectedness. Student responses will increase by 5% annually.		BASELINE DATA: During the 2021-2022 school year, the District administered the Youth Truth Survey. The following student responses were provided related to students' perceptions of school safety and connectedness. The responses indicated were based on the rating scale of Agreed/Strongly Agreed: Engagement: 44% Relationships: 23% Culture: 17% Academic Challenge: 49% Belonging: 41% College & Career Readiness: 18% Family responses:	84% response rate for Spring 2023 survey The following student responses were provided related to students' perceptions of school safety and connectedness. The responses indicated were based on the rating scale of Agreed/Strongly Agreed: Engagement: 38% Relationships: 21% Culture: 16% Academic Challenge: 46% Belonging: 33% College & Career Readiness: 20% Family responses: Engagement: 26% Relationships: 44% Culture: 25%	January 2024: Response rate for students: 79% The following student responses were provided related to students' perceptions of school safety and connectedness. The responses indicated were based on the rating scale of Agreed/Strongly Agreed from the Synthesis report: Engagement: 38% Relationships: 23% Culture: 19% Academic Challenge: 42% Belonging: 35% College & Career Readiness: 26% Family responses: Engagement: 45% Relationships:64%	Student perceptions through the administration of the Youth Truth Survey regarding school connectedness and safety will increase by 15% positive responses in year 3 of the LCAP.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Engagement: 32% Relationships: 51% Culture: 32% Communication and Feedback: 38% School Safety: 31% Resources: 35%	Communication and Feedback: 23% School Safety: 14% Resources: 21%	Culture: 44% Communication and Feedback: 46% School Safety: 32% Resources: 42%	
CHS The school attendance rate will increase by 3% annually.	Due to the challenges of the COVID pandemic, school attendance rates have experienced a significant decline. Information was not reported on the CA Dashboard in 2020-2021 and the tracking system was different for COVID.	BASELINE DATA: The 2021-2022 attendance rate was 90.99%	22-23 attendance rate: 91.45% ADA	23-24 current attendance rate as of 4/26/24: 92.93%	School attendance rate will increase by 9% in year 3 of the LCAP.
CHS The school chronic absenteeism rate will decrease by 3% annually.	Due to the challenges of the COVID pandemic, school attendance rates have experienced a significant decline. Information was not reported on the CA Dashboard in 2020-2021 and the tracking system was different for COVID. The rates in Dataquest were 13.5%	BASELINE DATA: The 2021-2022 chronic absenteeism rate: 21/22 Chronic Absenteeism rates: 30.50% from Dataquest	The 2022-2023 chronic absenteeism was 41.8% from the Dataquest board	Current rates from Aeries: 59 students qualify as chronically absent on 4/26/24; 15.6% of students	The chronic absenteeism rate will decrease by 9% in year three of the LCAP cycle.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CHS The high school dropout rate will decrease annually by 3%.	2020-2021 Dropout Rate 8 Students did not earn their high school diploma	The 2021-2022 Dropout Rate Data 5%	22-23 Dropout rate 3.8%	no data at this time	The high school dropout rate will decrease by 9% in year 3 of the LCAP.
JES The school attendance rate will increase by 3% annually.	Due to the challenges of the COVID pandemic, school attendance rates have experienced a significant decline. Information was not reported on the CA Dashboard in 2020-2021.	BASELINE DATA: The 2021-2022 attendance rate was 91.42%	22-23 attendance rate as of 6/2/23: 91.97% ADA	Year-to-date attendance for 2023-24 at JES was 81.4%.	School attendance rate will increase by 9% in year 3 of the LCAP cycle.
JES The school chronic absenteeism rate will decrease by 3% annually.	Due to the challenges of the COVID pandemic, school attendance rates have experienced a significant decline. Information was not reported on the CA Dashboard in 2020-2021.	BASELINE DATA: The 2021-2022 chronic absenteeism rate: 132 Students are classified as chronically absent; 28% 21/22 CA Dashboard Chronic Absenteeism rates: 28% for K-4 only; overall 33.7% K-8	CA Dashboard Chronic Absenteeism rates for 22/23 was: 29.6% with a decline of 4.1%, and a rating of 2 Yellow	Year-to-date chronic absenteeism was 18.6% at JES for 2023-24.	The chronic absenteeism rate will decrease by 9% in year three of the LCAP cycle.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Efforts to seek parent input in decision making: (Youth Truth data) %of parents/guardians that feel empowered to play a meaningful role in decision-making at school %of parents/guardians that feel engaged with the school *Metric added in July 2023 in response to feedback from SCOE*	Jefferson: Youth Truth not given at Jefferson Washington: 34% of parents/guardians that feel empowered to play a meaningful role in decision-making at school 43% of parents/guardians that feel engaged with the school CHS: 17% of parents/guardians that feel empowered to play a meaningful role in decision-making at school 36% of parents/guardians that feel engaged with the school	Jefferson: 33% of parents/guardians feel empowered to play a meaningful role in decision-making at school 50% of parents/guardians feel engaged with the school Washington: 40% of parents/guardians feel empowered to play a meaningful role in decision-making at school 38% of parents/guardians feel engaged with the school CHS: 26% of parents/guardians feel empowered to play a meaningful role in decision-making at school	Jefferson: 46% of parents/guardians feel empowered to play a meaningful role in decision-making at school 66% of parents/guardians feel engaged with the school Washington: 36% of parents/guardians feel empowered to play a meaningful role in decision-making at school 39% of parents/guardians feel engaged with the school CHS: 18% of parents/guardians feel empowered to play a meaningful role in decision-making at school	January 2024: Jefferson 38% of parents/guardians feel empowered to play a meaningful role in decision-making at school 51% of parents/guardians feel engaged with the school Washington: 37% of parents/guardians feel empowered to play a meaningful role in decision-making at school 43% of parents/guardians feel engaged with the school CHS: 36% of parents/guardians feel empowered to play a meaningful role in decision-making at school	Increase percentages by 3% over the 3 years

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		33% of parents/guardians feel engaged with the school	29% of parents/guardians feel engaged with the school	42% of parents/guardians feel engaged with the school.	
Promote parental participation in programs for unduplicated pupils and individuals with exceptional needs: (Youth truth data) % of Spanish-speaking parents/guardians that feel included in planning school activities % of parents/guardians of students with disabilities that feel empowered to play a meaningful role in decision-making at school % of parents/guardians feel valued at school % of parents/guardians of	Promote parental participation in programs for unduplicated pupils and individuals with exceptional needs: (Youth truth data) Jefferson: Youth truth not given at Jefferson Washington: 59% of parents/guardians feel valued at school CHS: 31% of parents/guardians feel valued at school	Promote parental participation in programs for unduplicated pupils and individuals with exceptional needs: (Youth truth data) Jefferson: 51% of Spanish-speaking parents/guardians that feel included in planning school activities 50% of parents/guardians of students with disabilities that feel empowered to play a meaningful role in decision-making at school 61% of parents/guardians feel valued at school	Promote parental participation in programs for unduplicated pupils and individuals with exceptional needs: (Youth truth data) Jefferson: 74% of Spanish-speaking parents/guardians that feel included in planning school activities 55% of parents/guardians of students with disabilities that feel empowered to play a meaningful role in decision-making at school 68% of parents/guardians feel valued at school	January 2024 Promote parental participation in programs for unduplicated pupils and individuals with exceptional needs: (Youth truth data) Jefferson: 66% of Spanish-speaking parents/guardians that feel included in planning school activities 58% of parents/guardians of students with disabilities that feel empowered to play a meaningful role in decision-making at school 63% of parents/guardians feel valued at school	Increase percentages by 3% over the 3 years

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
students with disabilities feel comfortable approaching the administration about concerns *Metric added in July 2023 in response to feedback from SCOE*		81% of parents/guardians of students with disabilities feel comfortable approaching the administration about concerns Washington: 61% of Spanish-speaking parents/guardians that feel included in planning school activities 10% of parents/guardians of students with disabilities that feel empowered to play a meaningful role in decision-making at school 48% of parents/guardians feel valued at school 70% of parents/guardians of students with disabilities feel comfortable	77% of parents/guardians of students with disabilities feel comfortable approaching the administration about concerns Washington: 56% of Spanish-speaking parents/guardians that feel included in planning school activities 55% of parents/guardians of students with disabilities that feel empowered to play a meaningful role in decision-making at school 38% of parents/guardians feel valued at school 91% of parents/guardians of students with disabilities feel comfortable	70% of parents/guardians of students with disabilities feel comfortable approaching the administration about concerns Washington: 51% of Spanish-speaking parents/guardians that feel included in planning school activities 41% of parents/guardians of students with disabilities that feel empowered to play a meaningful role in decision-making at school 41% of parents/guardians feel valued at school 59% of parents/guardians of students with disabilities feel	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		approaching the administration about concerns CHS: 47% of Spanish-speaking parents/guardians that feel included in planning school activities 22% of parents/guardians of students with disabilities that feel empowered to play a meaningful role in decision-making at school 40% of parents/guardians feel valued at school 67% of parents/guardians of students with disabilities feel comfortable approaching the administration about concerns	approaching the administration about concerns CHS: 60% of Spanish-speaking parents/guardians that feel included in planning school activities 0% of parents/guardians of students with disabilities that feel empowered to play a meaningful role in decision-making at school 23% of parents/guardians feel valued at school 40% of parents/guardians of students with disabilities feel comfortable approaching the administration about concerns	comfortable approaching the administration about concerns CHS: 60% of Spanish-speaking parents/guardians that feel included in planning school activities 12% of parents/guardians of students with disabilities that feel empowered to play a meaningful role in decision-making at school 44% of parents/guardians feel valued at school 50% of parents/guardians of students with disabilities feel comfortable approaching the	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				administration about concerns	

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.

Goal #3 focuses on Social-Emotional Support and Intervention. The goal was: in addition to instructional support and intervention, students will have access to Social Emotional Learning, counseling, and guidance resources as part of a comprehensive and connected system of support. Priority was given to access in a post-Covid world and providing staff with tools to effectively provide support to students and families. In school year 2023-2024, CUSD focused on implementing MTSS supports with a focus on Attendance and counseling supports.

Action 3.1 focused on professional development (PD). This action was partially implemented with a focus on starting a 3 Year MTSS Implementation (funded through one time funds) and providing professional development for paraeducators. Due to MTSS implemetation and an inventory of current MTSS practices and supports, many of the items in this Action were placed on hold in order to evaluate and rank the areas of need in professional development. Through the MTSS inventories, it was determined that Zones of Regulation and a restart of PBIS is needed at some but not all sites. Professional development was provided on MTSS and its structures district-wide instead of starting with the PD listed in Action 3.1. As CUSD continues its journey in implementing MTSS, some of the listed PD will be provided with scaffolding.

Action 3.2 focused on collaboration. Release time was provided for the MTSS district team and MTSS site teams instead of providing release time for PBIS teams and intervention time. CUSD determined this was a priority due to the initial steps in the MTSS rollout which is inclusive of the PBIS and interventions. This provided the district and sites with time to collaborate and determine future needs and complete a rubric on where they are at in MTSS implementation, which will inform future collaborations, future PD, and future Actions in the LCAP.

Action 3.3 was partially implemented. The Attendance campaign and design was started with implementing the following: Universal Tier 1-3 letters for attendance, Tier 1 supports (such as letters home before break, Break postcards, Attendance Visuals at sites with attendance rates posted), alignment in the use of AERIES for reporting and tracking, and alignment of SART and SARB procedures at all sites. PBIS implementation continued at Jefferson Elementary, however, was not fully implemented at other sites. Behavioral support, Juvenile Diversion, SOS Counseling services, and Social Emotional Learning was implemented in varying degrees depending on the school site and the staffing in place. TK/K jump start was provided during summer 2023, but 9th grade jump start was not provided at CHS. Peaceful playgrounds

curriculum was investigated but not implemented at this time. PBIS focus days was placed on hold due to the MTSS implementation. Zones of Regulation training was placed on hold, but is scheduled to be implemented in Fall 2024 following CUSD's inventory in Spring 2024.

Action 3.4 and 3.5 focused on assessment and Technology. The Youth Truth survey was administered to grades 3-12th at all schools. Site administration reviewed results with their staff. Through the MTSS implementation process, further assessment for SEL and Mental Health was investigated and will continue to be examined to determine a tool that meets the district's needs moving forward. PBIS software was not purchased or implemented due to the MTSS inventories, which found an overwhelming amount of software and that AERIES can possibly meet CUSD's needs for tracking PBIS data. Furthermore, current college and career software and self regulation apps were not purchased as usage was lower than expected and staff did not support continuing to fund these purchases.

Action 3.6 focused on Expanded Learning Experiences. Project Wayfinder was purchased and is being implemented as a Tier 2 curriculum to address Social Emotional Learning. Staff are being trained and the curriculum will be fully implemented in 2024-2025. An increased budget was provided for parent engagement events and several events including Literacy Nights were implemented. Instruction Aide support was not implemented due to staffing issues.

Action 3.7 focused on providing additional staffing for social emotional support and culture support at the sites. All positions were implemented for the school year. Some positions were funded from one-time funds instead of through LCAP funds as was expected.

Action 3.8 focused on providing a bus route and an expansion to 5th and 6th grade support. Busing was implemented in 5th and 6th grade at Washington School, and maintained for the Jefferson Elementary school site.

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

The actual expenditures for actions and services to increase or improve services for high needs students in 2023-2024 is less than the total budgeted expenditures due to a number of factors including the statewide substitute shortage which postponed some of the professional development opportunities planned for staff, an inability to hire all of the budgeted additional instructional assistants to support teachers in high needs classrooms, and the hiring of employees that did not occur which led to a reduction in the yearly budgeted salaries. In addition, due to MTSS implementation some elements of Actions were postponed in order to evaluate where the district is at in MTSS implementation and to complete a full inventory of district areas of strength and areas of need. The electronic sign in front of Washington school unexpectedly failed, and the company that originally installed it had closed. No replacement parts were available. The District felt the sign was vital to communication with parents and students and fit Goal 3.5. With respect to supplemental staffing, staff raises had an impact, vacancies were filled, and salary placements changed.

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

When reviewing the data, the most effective actions were related to Absenteeism and Attendance. With an added action of an Attendance campaign in 2023-2024, the district estimates a decrease of 10-16% in chronic absenteeism in this year alone. Smaller decreases were seen in the preceding years, prior to the Attendance campaign being initiated. Attendance rates also increased, however, not at the rates desired initially at the outset of the LCAP cycle. Office referrals and suspensions have decreased over the LCAP cycle but not at the rate desired. PBIS implementation and professional development related to SEL and restorative practices has been unevenly implemented due to staffing turnover, conflicting priorities for other PD, and implementation of MTSS causing a pause in PD. Actions related to counseling and diversion services provided access to students. However, due to issues with the providing company (SOS), services were inconsistent and counselors were rotating. As a result, CUSD is examining providing services in the next LCAP cycle with a Mental Health Specialist written into the LCAP to provide consistent and quality services. During the LCAP cycle, parents expressed the need for more mental health services and consistent services, suggesting this action was ineffective as provided. Supplemental staffing was effective in increasing attendance and decreasing suspensions and referrals. Students, staff, and families expressed the need for these positions during LCAP meetings in Spring 2023 and how effective they are at increasing communication with parents. Youth Truth survey results were mixed when examining the effectiveness of these actions, however, with high turnover and turmoil in the district during this cycle of the LCAP. Many indicators either increased or remained stable suggesting staffing was key in providing resources and communication. Therefore, the most effective Actions were Attendance campaign, proving MTSS support and implementation, and providing supplemental staff at sites.

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.

When examining Goal #3, educational partners wanted the district to go deeper than providing "access" to SEL and mental health services. In response, the 2024-2027 LCAP will have a culture, climate, attendance goal (Goal #1) that focuses on providing access AND generating a community that increases attendance, engagement, and lowers suspension rates and this goal will be retired. With the 3 year MTSS implementation ongoing, CUSD will utilize the MTSS structures and implementation rubric to address Tier 1, Tier 2, and Tier 3 practices and direct professional development and interventions. Furthermore, the initial stages of an attendance campaign was effective and CUSD will continue to grow and deepen the campaign to obtain pre-Covid attendance and then maintain those rates. Mental health supports will be a focus in the upcoming LCAP cycle with an emphasis on in-district supports rather than outside agencies, which have prevented consistent and quality services. Furthermore, supplemental staffing will be continued due to the importance of those positions to staff and families as evidenced by LCAP meetings and feedback surveys.

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
Cloverdale Unified School District	Glen Senestraro Superintendent	senestrarog@cusd.org 707-894-1920

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.

Cloverdale Unified School District (CUSD) is located in the northernmost part of Sonoma County, 30 miles north of Santa Rosa, serving approximately 1,300 students in a PK-12 comprehensive setting. CUSD is considered a rural LEA with a locale code of 31: Town, Fringe. CUSD has 4 school sites (Jefferson Elementary, grades TK-4; Washington School, grades 5-8th; Cloverdale High School, grades 9-12; and Johanna Echols-Hansen High, a continuation school for grades 11-12). Jefferson Elementary School is a School-wide Title I school. Washington School and Johanna Echols-Hansen High are identified for Targeted Title 1 funds. Johanna Echols-Hansen High has been identified as a school experiencing instability and is eligible for Equity Multiplier Funding. CUSD enrollment is comprised of approximately 1,300 students with 68% of students identified as socio-economically disadvantaged, 27% classified as Dual Language Learners (English Learners), 1.7% of students facing homelessness and 0.08% of students identified as Foster Youth. Additionally, CUSD exceeds the county average with 13.5% of students qualifying for special education services. The majority of CUSD's student population self-identify as Hispanic (61.3%) or White (29.6%). The remainder of the student population self-identify as American Indian (2.8%), two or more races (3.1%), Asian (0.8%), and African American (0.3%).

The vision and mission of Cloverdale Unified School District are as follows:

Vision: The Cloverdale Unified School District embraces innovative practices that engage all students and staff to maximize potential, achieve goals, and build community.

Mission:
The Cloverdale Unified School District engages, challenges, and nurtures students according to their individual needs. Students will develop a strong sense of respect and responsibility for themselves, each other, and the community. Students will expand their ability to think critically, communicate effectively, solve problems creatively, and collaborate within a team. Students will embrace the challenges placed in front of them with vigor and perseverance that exemplify their love of learning.

To this end, the Cloverdale Unified School District:
Staff will create a safe environment conducive to learning where individual student differences are embraced and student strengths are emphasized.
Staff will design and implement an integrated, hands-on curriculum with strong science, arts, and technology components that connect student learning to real-world applications.
Staff will engage students in tailored, differentiated instruction that provides multiple avenues for students to gain and demonstrate mastery.
Staff will provide a variety of high-quality clubs, athletics, and extracurricular activities.
Staff will embrace the challenges placed in front of them with vigor and perseverance that exemplify their love of learning.

Community Challenges:
CUSD has experienced a large turnover in staffing in the years since the end of the pandemic. In the last four years, the district has had 3 different Superintendents (plus an interim), 4 different principals at Washington (plus an two interims), 3 different principals at Jefferson Elementary, 3 different principals at Cloverdale High School/Johanna-Echols-Hansen High, and 3 different Directors of Curriculum, Instruction, and Accountability. Numerous teachers have retired or left the district. In the midst of turnover, the demographics are changing and the district is seeing more English Learners and more students with disrupted formal education arriving at the middle and high school levels. Following the pandemic, many positions have been vacant or hard to fill due to the staffing crisis in schools across California. At this time, the district has become almost fully staffed and is implementing multi-year plans to put systems in place to address academic and social-emotional issues in the community. As a result, CUSD has undertaken an MTSS (Multi-Tiered System of Supports) implementation that will take place over the next three years which has influenced the development and implementation of each Goal/Action, as well as the plans for professional development and personnel decisions. Implementation began in Winter 2023 and will continue throughout the three years of this LCAP cycle. Furthermore, the goals and the actions of this LCAP reflect feedback from each of CUSD's educational partners and reflect the needs of the community's challenges. An example is that Goal 1 addressed building a community and culture that feels welcoming to all students, parents/guardians and staff.

Reflections: Annual Performance

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

Cloverdale Unified School District has reviewed the California School Dashboard and local data with teachers, classified staff, parents, students, leadership, the board, and the district LCAP team. The district has improved in some areas of the California Dashboard, positioning the district to no longer be eligible for Differentiated Assistance from the State of California. The district has been eligible for Differentiated Assistance for the last four years. While there is improvement on the California Dashboard, there are many areas of need at CUSD. CUSD has several CA Dashboard indicators in the red including: 1) English Language Arts Achievement for the following subgroups: English Learners, Hispanic, and students who are identified as Socioeconomically Disadvantaged; 2) Mathematics Achievement for all students and the same subgroups as ELA; and 3) Chronic Absenteeism for students who identified as two or more races. Individual school sites had a red indicator for the CA Dashboard, some which aligned to the district dashboard and some that were different. Jefferson Elementary had one red indicator for English Learner Progress. Washington School has red indicators for: all students in ELA and Mathematics, as well as for the following subgroups: English Learners, Hispanic students, and students identified as Socioeconomically Disadvantaged. In addition, Washington School had a red indicator for English Learners when looking at Chronic Absenteeism. Cloverdale High School (CHS) had red indicators for all students in ELA and Mathematics. In addition, CHS had the following red indicators for three student subgroups: 1) Socioeconomically disadvantaged students were red in ELA and Mathematics achievement; 2) Hispanic students were red in ELA, Math and Suspension Rates, and 3) Students with Disabilities were red in Suspension Rates. Some highlights in the District's CA Dashboard include green ratings or improvement in indicators and percentages. One example is the green ratings for Graduation Rates for all students and subgroups, with only one subgroup showing a decline in graduation rates which was English Learners (no performance color). While Chronic Absenteeism remains high at CUSD, the district saw a decline of 4.7% in students overall, and every group declined except for students identifying as two or more races (some subgroups declined as much as 8-11.2%). Another bright spot was the increase in performance of Students with Disabilities which showed improvement in all areas of the CA Dashboard. Examples include: in the area of ELA, while they remain significantly below standard, the subgroup has an increase of 34.8 points; in Math the group increased 35.7 points, chronic absenteeism decreased by 11.2%, and Suspension rates declined 6.8%. Specific school sites also showed improvement in areas of the dashboard including: Washington School had green on the dashboard for Suspensions and English Learner Progress, but will need to continue to work on ELA and Mathematics with groups in the Red indicator. Jefferson Elementary was Green for Suspension rates and showed an increase in overall achievement in ELA and Mathematics with yellow indicators; however, there was a sharp decline in English Learner Progress. Cloverdale High School increased significantly in English Learner Progress, increasing by 33.3%, however; due to numbers, no performance color was assigned.

The district uses several local data points and benchmarks to look at student performance and family engagement. All school sites utilize the Renaissance STAR Reading and STAR Mathematics assessments as benchmarks. Data as of April 2024 demonstrates 65.22% of students in the district are showing growth at or above typical levels in Reading for the year, and 62.4% scored at or above typical growth in Mathematics. These results are increases from the previous school year of 5% and 1%, respectively. In addition to STAR, Jefferson Elementary is building Interventions for Site Words, Phonics (using SIPPS), Reading Fluency, Reading Comprehension, and Mathematics. At the end of Trimester 1 in 2023-2024 school year, 6% of students in intervention programs were able to exit to allow new students to be served.

In January 2024, students, parents/guardians, and staff were surveyed using the Youth Truth Survey to examine climate, culture, and experiences in CUSD. Engagement is the first category in the Youth Truth survey which looks at the percentage of individuals who feel engaged with their school or education or how staff or family feel engaged and empowered to influence decisions of the district. Engagement ratings for Elementary subgroups showing an increase in both student and staff engagement with a decrease in family engagement. The survey responses from the middle grade subgroup showed a dramatic increase in staff engagement and little to no change in student or parent engagement. The high school subgroup showed a dramatic increase in family and staff engagement with no change in student engagement. The next category was for Relationships, which examines how students, family and staff feel about the relationships with teachers and their schools. The elementary subgroup showed strong positive relationships for all three groups (students, families, and staff) with minor increases or decreases from the year before. The middle school subgroup showed a dramatic increase in positive responses from staff with a small decrease in student positive responses and no change in parent responses. High school staff and parent responses increased to record levels for Cloverdale with student responses moving slightly upward. Culture is another category, which measures how respectful classrooms are and how fair and effective communication and discipline practices are at a school site. Elementary responses are trended lower than previous years. At the middle grades, staff showed a dramatic increase in positive responses from 7% to 62%, while family and students remained virtually the same. High school responses increased with dramatic increases in family and staff positive responses (approximately 20% increase). The last category, Belonging, examines whether students feel welcome at school (family and staff are not measured). In all age subgroups, little to no change was seen from previous years with ranges in the 31-42% positive responses. Other areas not covered in these categories include safety which was a particular concern at all age groups for families. The district has a high responses rate for staff and students (75% and 87% respectively), and a low response rate from families at approximately 20%.

Overall, the district identifies a need to create a more inclusive, welcoming community that ensures safety while addressing low performance in English Language Arts and Mathematics, and increasing attendance rates. The district will be utilizing the three-year MTSS implementation plan to develop and create systems that will enable CUSD to achieve/progress towards each of its LCAP goals.

Reflections: Technical Assistance

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

N/A

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Teachers/Teachers Union	The teachers and the teachers union had a variety of methods to engage in the LCAP process. *In December staff meetings or PLCs (at each school site), teachers provided feedback on the goals from the current (2023-2024) LCAP. Teachers provided information on whether the goals were still applicable to the state of the district, what needed to remain, what should changed, and whether the district should start with completely new goals. *In January during PLCs, teachers examined district wide and site specific data to identify areas of need and rank the areas by priority. Data was collected through surveys that included areas for suggestions and thoughts on actions. *In February/March PLC meetings, teachers provided feedback on the 3 district wide goals identified and crafted by the District LCAP Team (which includes teachers). Teachers were asked to determine if the goals were appropriate, specific, focused, and what resources or actions may meet this need in the district. *In April PLC meetings, teachers reviewed the proposed Actions under each goal and ranked the goals as: Must have to meet goals, Helpful to meet goal, or not necessary. *In May PLC meetings, teachers examined the final proposed LCAP and sent feedback to the District Team. *In addition, the District LCAP Team includes a teacher from each site as well as any other teachers that would like to participate. The

Educational Partner(s)	Process for Engagement
	teachers' role is to bring feedback from the sites and have a direct hand in decision making regarding the LCAP at the district level. * Youth Truth survey results were utilized to inform the LCAP process. Youth Truth surveys were given in January 2024 and all staff were asked to participate.
Principals/Administrators	The administration team, including principals and directors, is part of the larger District wide LCAP team. Each administrator/principal is responsible for representing their site needs and bringing forth feedback from their sites as well as having a direct hand in decision making regarding the LCAP at the district level. In addition, the LCAP was discussed at several Administrator team meetings to examine the needs of sites and the district from an administrator prospective. Administrators were asked to do the following: *In December, administrators gave feedback on the goals from the current (2023-2024) LCAP, providing information on whether the goals were still applicable to the state of the district, what needed to remain, what should changed, and whether the district should start with completely new goals. *In January, administrators gave examined district wide and site specific data to identify areas of need and rank the areas by priority. Data was collected through surveys that included areas for suggestions and thoughts on actions. *In February/March, administrators gave feedback on the 3 district wide goals identified and crafted by the District LCAP Team (which includes teachers) and were asked to determine if the goals were appropriate, specific, focused, and what resources or actions may meet this need in the district. *In April , administrators reviewed the proposed Actions under each goal and ranked the actions as: Must have to meet goals, Helpful to meet goal, or not necessary. They were also asked to add any additional actions they felt would help achieve the goals. *In May, administrators gave examined the final proposed LCAP and sent feedback to the District Team.

Educational Partner(s)	Process for Engagement
	* Youth Truth survey results were utilized to inform the LCAP process. Youth Truth surveys were given in January 2024 and all staff were asked to participate.
Classified Staff/CSEA	*Classified staff/CSEA provided one representative for the District LCAP team, who has been present at all District team meetings and provided valuable feedback and direct guidance in developing the LCAP. * Youth Truth survey results were utilized to inform the LCAP process. Youth Truth surveys were given in January 2024 and all staff were asked to participate. *At the high school, the Principal has met twice with Classified Staff to work on the LCAP and gain feedback. Feedback was brought back to the District LCAP team.
Parents	* Parents were surveyed using Youth Truth Surveys to inform the LCAP process. Youth Truth surveys were given in January 2024 and all parents were asked to participate using Parent Square communications and all calls. *Parent participate in DELAC, ELAC, and School Site Councils which reviewed and provided feedback during the LCAP process. *Two parents are part of the District LCAP Team and were actively engaged in crafting the goals, actions, and budget. *Parents were surveyed in March 2024 on the 3 district wide goals identified and crafted by the District LCAP Team (which included DELAC representation). The survey asked parents to determine if the goals were appropriate, specific, focused, and what resources or actions may meet this need in the district. *A parent meeting was held on April 30, 2024 where the new LCAP goals were presented and feedback was taken on goals, proposed Actions and budget. *The final proposed LCAP was brought before the board in a June meeting where parents (and community members) had the opportunity to provide feedback/comments during Public Comment.

Educational Partner(s)	Process for Engagement
Students	*Students in grades 3-12th were surveyed using Youth Truth Surveys to inform the LCAP process. Youth Truth surveys were given in January 2024. * At CHS, high school students reviewed the new LCAP goals and potential Actions during the month of April in their Advisory classes. *Two CHS students were invited to the District LCAP team meetings to provide direct feedback from students. *All students were invited to participate in LCAP feedback during Advisory period on April 22, 2024. Students provided feedback on the goals and needs of the district and CHS in particular.
District English Learner Advisor Committee (DELAC)/ English Learner Advisor Committees (ELAC)/ English Learner Parents	*The district has been working with DELAC at each meeting this year to gain direct feedback for the LCAP. *Two parents from DELAC sit on the District LCAP Team and at least one has been able to attend all meetings and work as part of the District team to draft goals and actions. * DELAC Meeting topics: At the September 28, 2023 meeting, financials were reviewed with DELAC, with particular emphasis on the types of Categorical fundings the district receives and how the money is spent. At the December 14, 2023 meeting, the current year (2023-2024) LCAP goals were reviewed. DELAC members provided feedback on the goals from the current (2023-2024) LCAP as well as whether the goals were still applicable to the state of the district, what needed to remain, what should changed, and whether the district should start with completely new goals. At the February 7, 2024 meeting, DELAC members reviewed district data and ranked areas of need for the new 2024-2027 goals. Members specifically identified college and career and school climate/safety as many areas to develop goals around. LCAP surveys were released in March to gather parent data, including DELAC, on the 3 district wide goals identified and crafted by the District LCAP Team (which included DELAC representation). The survey asked parents to determine if the goals were appropriate, specific, focused, and what resources or actions may meet this need in the district. At the March 28, 2024 meeting, DELAC members reviewed potential Actions for each goal and ranked the actions as: Must have to meet goals, Helpful to meet

Educational Partner(s)	Process for Engagement
	goal, or not necessary. Members were also asked to add any actions they felt would help achieve the goals. At the final DELAC meeting of the year on May 23, 2024, the members reviewed the proposed final LCAP and were asked to provide feedback and edits to the District Team. *At each site ELAC, LCAP goals and actions were presented and reviewed during April/May meetings.
JEH Parents and Students (specific feedback on the equity multiplier) (and JEH staff)	*Parents and students Parents were surveyed using Youth Truth Surveys to inform the LCAP process. Youth Truth surveys were given in January 2024. * A subset of parents and students were interviewed in February 2024 for specific feedback. *Staff met on April 23, 2024 with District Administrators to discuss needs. *Students reviewed the proposed goals and actions during class in May 2024.
Special Education Parents	*Parents of students receiving Special Educational Services receive the same surveys and opportunities as other parents in the district. *In addition, 2 LCAP meetings were provided specifically for feedback from parents of students receiving Special Education Services. The meetings were held on April 22, 2024 at 10:00 am and again at 6:00 pm to offer more access to parents. Parents were invited via case managers.
Board of Education Members	*2 members of the Board are part of the District LCAP Team and provide feedback and provide a direct hand in guiding the development of the LCAP. *2 different Board Members attend DELAC meetings and provide additional feedback through the activities and feedback sessions at the DELAC meetings. *The final LCAP was brought before the board in June 2024 for public comment and discussion and then in a separate meeting approved.

Educational Partner(s)	Process for Engagement
SELPA Consultation	* The final draft of the LCAP was shared with SELPA in May 2024 via email. SELPA provided feedback regarding goals and actions, specifically asking CUSD to call out any alignment to our CIM work. (CIM is Compliance and Improvement Monitoring process for the Special Education Framework with CA). SELPA liked the amount of dedicated funding to Students with Disabilities and areas that are marked for improvement.
SCOE Consultation	*Drafts of the Annual update as well as LCAP 2024-2027 were sent to SCOE. Consultation zoom calls were completed regarding the Annual update and other pieces of the LCAP before the LCAP went to the CUSD board. Calls occurred on 5/24/24 and 6/7/24 and changes were implemented to reflect the feedback.

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

The first step in adopting the 2024-2027 LCAP was to determine whether to continue with the previous LCAP goals or to start with new goals. Each of the educational partner groups provided feedback on the previous goals and actions through surveys, meetings, and their District LCAP team representatives. The resounding answer was that the previous LCAP goals were wordy, not specific or focused, and hard to understand by everyone including parents and staff. Educational partner feedback directly impacted the move to develop three new LCAP goals for the 2024-2027 years. Data from the California Dashboard and from Dataquest were reviewed by educational partners either directly as a group (example- teachers reviewed all data in their Professional Learning Communities and provided feedback on needs of the district), or indirectly from tabulated data (example- the data was evaluated for trends and then partners ranked the importance of goal areas from the data provided). The feedback indicated that all partners felt that attendance, engagement, and school climate/culture was a concern and as a results Goal #1 was written to address this need. Goal #2 regarding College and Career Readiness was directly impacted by DELAC input. DELAC parents felt that though English Learners were very important to them that addressing College and Career Readiness for all students TK-12 would address the need to prepare their English Learner students for the world. They appreciated the previous English Learner goal in the 2023-2024 LCAP, but preferred to put less emphasis on English Learners specifically and more emphasis on giving all students prepared for college and/or career. With this feedback, the District LCAP team decided to focus Goal #2 on College and Career Readiness for all students and build actions/supports into all three goals to assist English Learners specifically. Classified staff at CHS also specifically addressed needing College and Career as a focus in the LCAP and providing additional supports for English Language Learners. Some suggestions were to increase or maintain bilingual personnel, which is included in the LCAP. Parents of students receiving Special Education specifically focused on the following needs: 1) increased mental health providers that are consistent and hired by the district (no contracts with outside agencies, 2) increased parent education on specific Special Education information, such as IEPs and transition to college, and 3) staff turnover and providing needed supports for teachers and paraeducators to ensure we keep good staff. As a result, the District Team prioritized these actions in the final LCAP document. Staff also recognized the importance of support staff, such as mental health counselors, academic counselors, and vice principals/deans. These personnel were prioritized when determining which actions made the final cut for budget items. Specific site needs were also expressed in meetings, including the high need for a librarian at elementary and middle school

where the high school site prioritized a site safety supervisor over a librarian. Site priorities were considered when making final edits to the document, including moving a middle school site supervisor and a high school librarian to one time funding and keeping other positions in the LCAP funding. Students expressed a need for more college support and increased focus on mathematic instruction and Tier 1 instruction which influenced the importance of providing professional development for Tier 1 strategies in Goal 3.

Goal #4 (Equity Multiplier goal for JEH) was directed influenced by JEH parents, students, and staff. Students and parents expressed the need to further support Big Picture Learning and provide supplemental services and monies for programming. Students and parent interviews as well as whole class discussions were completed and resulted in Actions 4.3, 4.4, 4.5, as well as 4.1 which continues to build the Big Picture Learning Program at JEH. For example, there was specific requests for support for a Culinary program and gardening program which resulted in Action 4.5. Staff input influenced the need for actions 4.1, 4.2, and 4.6.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Create an inclusive, positive educational community resulting in an increase in attendance, engagement, and a decrease in suspension rates.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)

Priority 2: State Standards (Conditions of Learning)

Priority 3: Parental Involvement (Engagement)

Priority 5: Pupil Engagement (Engagement)

Priority 6: School Climate (Engagement)

Priority 7: Course Access (Conditions of Learning)

Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Cloverdale Unified and its educational partners (including parents, DELAC members, School Site council members, Teacher's Union, and CSEA classified union, administrators) reviewed the California Dashboard. CUSD's dashboard has shown a large percent of students that are chronically absent in the years following COVID (2022- 34.3% chronically absent, 29.6% chronically absent in 2023) with our current rating in the Yellow (with one subgroup in red, one in orange and the rest in yellow). In addition, as of January 2024, district data shows that 22.2% of K-8 students have been chronically absent this school year. All educational partners noted that absenteeism is a problem in the district and should be part of goal #1. In addition, the partners noted in surveys, discussions, and through our Youth Truth reports that attendance is linked to engagement and behavior and as a result suspension rates. The Dashboard also shows Suspension rates as being in the Yellow overall (however, the High School has a yellow rating with 2 groups in the Red including Hispanic and Students with disabilities). The district and its educational partners noted that suspension rates are still a focus and are important in providing safe schools.

The District LCAP Committee (composed of Teachers, Classified, DELAC parents, students, and administrators) wanted to focus on the entire educational community which not only includes students, but also includes parents/guardians, teachers, classified staff, and community members. As a result, the team wanted to focus on creating a positive inclusive educational community that would embrace all members. In addition, the district has seen an increase of English Learners over the years and there has been a disconnect between families and staff over the past few years, specifically with parents of English Learners. The district LCAP committee determined that it was important to create an inclusive community that focuses on engagement of all educational partners that will help increase attendance and engagement while decreasing suspension rates.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	District School Facilities maintained in good repair as Measured by the FIT Report of each school in December	All facilities have a rating of 100% and a rating of Exemplary.			Maintain a rating of 100% for each school site.	
1.2	District School Attendance Rates as measured by school year Average Daily Attendance (ADA) from the Reporting period of P2	2023-2024 P2 ADA: TK-3 ADA: 375.06 Grade 4-6 ADA: 252.74 Grades 7-8 ADA: 190.48 Grades 9-12 ADA: 374.07 Total ADA: 1192.35 Possible ADA: 1286 Percent of ADA: 92.7			At the End of Year 3, increase % of ADA by 3% to 96.34%	
1.3	District Chronic Absenteeism Rate as measured by the CA Dashboard	2023 District Dashboard: • Yellow Rating with 29.6% Chronically Absent (Decline of 4.7%) • Red Rating for Two or More Races (34.1% absent, increase 7.8%) • Orange Rating for Students with Disabilities			• Green Rating with 10% Chronically Absent overall • All subgroups in the 10-15% range with ratings at yellow or above	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		(38% absent, decline 11.2%) • Yellow Rating for English Learners (28.4% absent, decline of 3.1%), Hispanic (30.5%, decline of 3.9%), Socioeconomically Disadvantaged (32.2%, decline of 4.2%), and White (26.9%, decline of 8%) • No performance level: American Indian (34.6% absent, decline of 1.1%), Homeless (62.5% absent)				
1.4	Washington School Chronic Absenteeism Rate as measured by the CA Dashboard	2023 Washington School Dashboard: • Yellow Rating with 29.5% Chronically			• Green Rating with 10% Chronicall	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	*Washington is in the Red on the dashboard for Chronic Absenteeism for English Learners and therefore will be monitored more closely.	Absent (Decline of 5.4%) • Red Rating for English Learners (27.6% absent, maintained at -.04%) • Orange Rating for Students with Disabilities (50% absent, decline 3.2%), Hispanic (30.4% absent, decline of 0.9%), Socioeconomically Disadvantaged (33.5%, decline of 2.5%), and White (27.5% absent, decline of 12.8%) • No performance color: Two or more races (36.4% absent, decline of 2.5%)			y Absent overall • All subgroups in the 10-15% range with ratings at yellow or above	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.5	Middle School Dropout Rates	0% dropout rate in 22-23.			Maintain 0% dropout rate	
1.6	High School Dropout Rates from Dataquest	22-23 Four Year adjusted cohort outcome in Dataquest: 5 dropouts form a cohort of 85 (5.9%) at CHS 0% at JEH			Decrease dropout rate at CHS to 0-2% Maintain 0% dropout rate for JEH	
1.7	District Graduation Rate as measured from the CA Dashboard	2023 CA Dashboard: 94.2% Graduated, increased by 4.8%, with a rating of Green • Green Ratings: Hispanic (93.4% graduated, increase of 2.5%), Socioeconomically Disadvantaged (92.2% graduated, increase 1.9%) • No Performance Color: English Learners (83.3% graduated, decline of 8%), Students with Disabilities (90.9%			Increase/maintain graduation rates at 95% with a green rating • Increase graduation rates in all subgroups to at least 90% graduated	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		graduated, increase of 8.6%), and White (97.1% graduated, increase of 12.4%)				
1.8	District Suspension Rates as measured from the CA Dashboard	2023 District Dashboard: 5.4% suspended at least one day, decline of 2.4%, Yellow Rating • Orange Rating: Two or more races (6.3% suspended at least one day, increase of 4.6%) • Yellow Rating: American Indian (7.7% suspended at least one day, decline 0.6%), English Learners (5.4% suspended at least one day, decline 2.6%), Hispanic (5.7% suspended at least one day, decline 2.8%),			Decrease suspension rate and then maintain at 5% or lower overall with a green rating • decrease suspension rates for subgroups to 5% or less and achieve a green rating	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Socioeconomically Disadvantaged (6.2% suspended at least one day, decline 2.9%), Students with Disabilities (8.6% suspended at least one day, decline 6.8%) • Green Rating: Homeless (3.2% suspended, decline of 1.5%), White (4.2% suspended, decline of 3%)				
1.9	CHS Suspension Rates as measured from the CA Dashboard *CHS is Red on the dashboard for suspension rates for Hispanic and Students with Disabilities and therefore will be monitored more closely.	2023 CHS Dashboard: 8.3% suspended at least one day, decline of 1%, Yellow Rating • Red Rating: Hispanic (11.9% suspended, increase of 2.9%), Students with Disabilities (17.5%			• Increase rating to Green Rating and decrease overall suspension rates to 5% • Decrease suspensio	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		suspended, increase of 0.9%) • Orange Rating: English Learners (19.7% suspended, decline of 1.9%) • Yellow Rating: Socioeconomically Disadvantaged (10% suspended, decline of 1.8%), • Green Rating: White (3% suspended, decline of 7.2%) • No Performance Color: American Indian (8.3% suspended), Two or more Races (0% suspended)			n rates of all Red and Orange rated subgroups to within 2% of overall suspension rates	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.10	District Expulsion Rates as measured from Dataquest	2022-2023 Dataquest Information: 4 expulsions, 0.29% expulsion rate			Maintain expulsion rates at less than 0.5%	
1.11	Access to a a broad course of study as measured by the Local Indicator	The standard is met.			Continue to meet the Local Indicator with Standard Met.	
1.12	Parent and Family Engagement as measured by the Local Indicator	The standard is met.			Continue to meet the Local Indicator with Standard Met.	
1.13	Local Climate survey as measured by the Local Indicator.	Youth Truth survey is administered yearly at all sites from 3-12th grade. Standard Met			Continue to meet the Local Indicator with Standard Met.	
1.14	Parent and Family Engagement as a measure of community (Metric will be broken down into subgroups to examine participation in programs by parents of unduplicated pupils and parents of individuals with exceptional needs) As measured in the Youth Truth Survey (Family Survey School Reports)	Jefferson: 51% of parents agreed that they feel engaged with their school. 47% of parents of individuals with exceptional needs agreed they felt engaged with their school. 46% of Spanish speaking parents agreed that they felt engaged with their school. 56% of Hispanic/Latino/a/x parents agreed that			Increase engagement by 10% in each subgroup and overall at each site.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		they felt engaged with their school. Washington: 43% of parents agreed that they feel engaged with their school. 25% of parents of individuals with exceptional needs agreed they felt engaged with their school. 37% of Spanish speaking parents agreed that they felt engaged with their school. 41% of Hispanic/Latino/a/x parents agreed that they felt engaged with their school. CHS: 42% of parents agreed that they feel engaged with their school. 25% of parents of individuals with exceptional needs agreed they felt engaged with their school. 53% of Spanish speaking parents				

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		agreed that they felt engaged with their school. 50% of Hispanic/Latino/a/x parents agreed that they felt engaged with their school.				

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Attendance Campaign	*Attendance campaign with Tier 1 supports and embedded PBIS such as mailings home, postcards with break dates, attendance awards and recognition, parent outreach etc. Also includes time for classified and certificated personal to conduct home visits. ($2,000 per site and then additional $4,015 for district level communication etc.) extra $500 for additional postage *Targeted Attendance follow-ups for District-wide for students who identify as two or more races (Red on CA Dashboard), and for English Learners at Washington (Red on CA Dashboard) utilizing PBIS and Tier 2 strategies through Counselors	$10,515.00	Yes
1.2	Social Emotional, Mental Health and Counseling Supports	* Personnel- Counselor 1.0 FTE at Jefferson ($109,230) * Personnel- Counselor 1.0 FTE at Washington ($98,000 * Personnel- Counselor 1.0 FTE at CHS ($93,000) * Student Resource Officer- providing Juvenile Diversion Program as well as other programming ($10,000 first year) * Personnel- Mental Health Counselor- 1.0 FTE ($140,688) reduced by $16,000 for goal 4 *Personnel- Health Tech III position (funded through one time funds in 24-25) *Personnel- School Nurse, ($58,910)	$558,663.00	Yes
1.3	MTSS Supports and Campus Supports	* Personnel- Assistant Principal at Washington 1.0 FTE ($157,000) * Personnel- Vice Principal 1.0 FTE ($197,000) * Personnel- Dean at Jefferson Elementary 1.0 FTE funded through one time funds) * Personnel- School Site Safety Supervisors- 1 at CHS ($77,000), 1 at Washington ($78,000) * Professional Development- addressing Social Emotional Learning and Restorative practices (examples include PBIS) ($3,000) * Saturday School supplemental hours for Certificated staff to operate school as well as supports for in school suspension (10-12 Saturdays/year, $2,500)	$852,450.00	Yes

Action #	Title	Description	Total Funds	Contributing
		* Director of Education Services (MTSS support) ($185,300) * Lan School for internet safety ($10,000) * Targeted Support by above CHS personnel for Hispanic students		
1.4	Family Engagement and Family Supports	* Personnel- Family Community Outreach Liaison 0.5FTE * Personnel- District Translator/Interpreter (.75FTE) * Development of a Parent Ambassador Program (supplies $1,000) * Parent Engagement Events/Workshops- examples include: Family Literacy Nights, Parent Education Nights (including CABE, etc), food for events, DELAC/ELAC supports (budget $25,000)	$127,678.00	Yes
1.5	School Transportation Support	* HUB Route ($27,000) * Personnel- Transportation Coordinator ($90,700)	$117,700.00	Yes
1.6	Inclusive Practices	* Student/Family/School Cultural Celebrations and Events, during, and after school * Professional Development- English Learner Roadmap implementation * Professional Development for staff on: Supporting English Learners, LTELs, and Newcomers, etc. (PD cost for all $5,000) *Welcoming Schools Program roll out (Washington) PD and training (no cost)	$5,000.00	Yes
1.7	Creating Engaging Classrooms	* Professional Development for teachers on creating engaging classrooms (examples: GLAD training, UDL) ($10,000) * Release time for teachers to see other teachers teach engaging lessons, and for learning walks (6,000 for sub cost- 2k per site) * Articulation of Grade Level project based learning projects (during PLC time $0 cost) *Personnel: 0.3 FTE Art at Washington ($40,400, remaining paid by Prop 28 funds)	$56,400.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.8	Communication Practices	* Website- provide an accessible website software that enhances communication ($2,800) * Licenses for DTS- platform to generate documents for communicating with the public and meeting accountability measures ($7,000) *Parent Square communication system (included in Aeries)	$9,800.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	All students will be prepared for college and/or career by engaging in a broad course of study that is relevant and engaging.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Cloverdale Unified School District developed this goal in collaboration with educational partners. All education partners indicated that preparing students for college and/or career is why students attend school. DELAC parents were specifically interested in this goal as they felt this was needed for their students to achieve and they thought this was an area for growth when looking at the California Dashboard data. All partners thought it was important to include all students (at every grade level) in this goal as the skills needed to be successful should and can be taught from TK to 12th grade. It was particularly important for partners that the goal mentioned having engaging and relevancy to students, so that students would want to attend school and want to broaden their education. The group identified that building college and career skills looks very different at every grade level and that in elementary grade levels it would be important for students to be exposed to project based learning as well as educational field trips.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Teachers are assigned and fully credentialed in the subject areas they are teaching.	2023-2024 Teacher Preparation/Placement: Fully credentialed (clear or preliminary) = 68			Reduce the number of teachers on waivers and the number of intern	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		# of teachers on Waivers = 8 # of Intern Teachers = 5 # of misassigned teachers = 0			teachers to 0-1 in 2027. Retain fully credentialed teachers to achieve this.	
2.2	% of students who have access to standards aligned instructional materials.	100% of students have access to standards aligned instructional materials.			Maintain 100% of access.	
2.3	% of Students who successfully complete A-G requirements Also examine the subgroups of Unduplicated pupils and students with exceptional needs (Metric to examine programs and services for these students for State Priority 7)	Class of 2024: 32% of students are A-G 25% of unduplicated students are A-G 0% of students with exceptional needs are A-G			Increase % of students who successfully complete A-G requirements by 3% per year to 38% by end of 2027. Increase % of unduplicated students that are A-G, and % of students with exceptional needs that are A-G by 3%	
2.4	% of Students who complete at least one CTE pathway	Class of 2024: 41% of students have at least one CTE pathway complete			Increase % of students who successfully complete at least one CTE pathway by 3% per year to 48% by end of 2027.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.5	% of Students who successfully complete A-G requirements and at least one CTE pathway	Class of 2024: 7.7% of students are A-G and a CTE completer			Increase % of students who have A-G and a CTE completer by 3% per year to 17% by end of 2027.	
2.6	% of Students who passed AP exams with a 3 or higher	2023 AP Exam results (2024 will not be available until July when this will be updated): 51% for 2023 exams			Increase % of students passing AP exams by 5% over the 3 year period of the LCAP.	
2.7	% of Students who enrolled in an AP Class or Dual Enrollment class	In 2023-2024: 25.8% of students were enrolled in an AP course 0% in a dual enrollment class			By 2027: increase # of students taking either AP or Dual Enrollment classes by 15%	
2.8	% of Students who demonstrate college preparedness via the Early Assessment program or other means	Class of 2024 (took CAASPP in 22-23 year): ELA: 27% of students scored at Standard Met or Standard Exceeded, which correlates to EAP Status Levels 3 and 4 Math: 10% of students scored at Standard Met or Standard Exceeded, which correlates to EAP Status Levels 3 and 4			Increase students who are college prepared to 35% in ELA and 20% in Math by 2027	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.9	College/Career Preparedness Indicator results as measured on the California Dashboard	2023 California Dashboard: 19.4% prepared with a rating of Low			Increase College/Career Preparedness Indicator results by 5% per year to 35% at the end of 2027.	
2.10	Implementation of Academic Standards as measured by the Local Indicator on the CA Dashboard	The standard is met as a report was submitted to the CA Dashboard.			Continue to meet the standard with a submitted report.	
2.11	Access to a Broad Course of Study as measured by the Local Indicator on the CA Dashboard	The standard is met as a report was submitted to the CA Dashboard.			Continue to meet the standard with a submitted report.	
2.12	AVID Effectiveness	AVID surveys from students and parents (baseline to be achieved in 2024-2025)			Increase student perception of college and career preparedness by 10% (baseline determined in year 1)	
2.13	Youth Truth survey on student engagement and relevancy of programming	Youth Truth survey: Students feel equipped to pursue college and career: 44th percentile at 3.20 rating of 4.43. (CHS and JEH only) Jefferson: Students feel engaged with their school/education: 2.71 (11th percentile)			Increase by 10%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Washington: 3.07 (6th percentile)				
2.14	English Language Development of English Learners as measured by the Progress of ELs on the CA Dashboard (District wide)	2023 CA Dashboard: 38.4% of English Learners are making progress (Orange on the Dashboard) • 36.7% progressed at least one ELPI level • 1.4% maintained a level 4 • 28.1% maintained levels • 33.8% decreased at least one level			Increase progress of English learners by 3% each year for a total of 9%	
2.15	Course Access for Students with exceptional Needs as measured by the % of time in Least Restricted Environment (Also, aligned to CIM work for CUSD)	End of Year of 2024-2024: 66% of students with exceptional needs are in the Least Restricted Environment (LRE) for at least 80% of their time School Site Data: Jefferson: 72% in LRE at least 80% of their time			Districtwide: 73% of students in General education for 80% or more of their time by 26-27 (parallel to the state target for 26-27) School Site: Jefferson: increase to 75% of	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Washington: 67% in LRE at least 80% of their time CHS: 88% in LRE at least 80% of their time JEH: 100% 72% in LRE at least 80% of their time			students in General education for 80% or more of their time Washington: increase to 73% of students in General education for 80% or more of their time CHS: Maintain 88% of students in General education for 80% or more of their time JEH: Maintain 100% of students in General education for 80% or more of their time	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Elective Courses for a Broad Course of Study	* Elective Sections at CHS: • Career and Technical Education (CTE) Courses, including: Animal Science, Agricultural Science, Farm to Table, Construction, Floral, etc • Foreign Language Courses: Spanish • Art Courses: including Art I, Art II, AP Art, etc. • Drama Course ($777,570) * Elective Sections at Washington School: • 7th and 8th grade electives ($434,700)	$1,212,270.00	Yes
2.2	College and Career Courses and Supports	* AVID Programming support for CHS (one time funds) * College and Career Exploration and engaging relevant field trips TK-12 (one per grade level) ($2,000 allocated per grade level) * Portfolio Course at CHS ($0 cost) * College/Career Speaker Series districtwide (no cost) * Parent and Student education nights regarding College/Career ($500 supplies)	$63,500.00	Yes
2.3	Assessment and Supports	* Benchmark Assessments and support (Renaissance) (paid thru 2025-additional licenses for 2024 for $2,500) *Professional Development for Assessments ($3,000 per year with $1,000 per site)	$5,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.4	English Learner Supports	* English Language Development Courses: includes sections at Washington and CHS for Designated ELD for smaller classes for Newcomer and LTELs ($178,416) * ELD Support Coordinator: (0.2 FTE Title III, 0.8 FTE LCAP) ($59,000) *Migrant Education partnership/growing the program (funded through Migrant Education) (migrant funds $45,000)	$297,116.00	Yes
2.5	Special Education Supports	* Sub coverage for teachers to attend IEPs, 504s, SSTs ($3,000) *Co-Teaching implementation for Special Education/General Education at CHS and WES (2 days for each co teacher before school, 12 teachers at 2 days each) ($7,000) (This action is aligned to CUSD's CIM program plan).	$10,000.00	No
2.6	Library Supports	* Library Managers for Jefferson Elementary and Washington School and CHS ($212,812) *Library Software- to provide access to literature for all students (cost is $2,250)	$215,062.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	A tiered system of support will increase academic achievement in English Language Arts (ELA) and Mathematics for all students as measured by the California Dashboard.	Focus Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Cloverdale Unified School District developed Goal #3 to address the continuing low scores in English Language Arts and Mathematics as seen in the California Dashboard as well as in the State testing scores at each site. The district is focusing on all students in this goal with focused actions on English Learners and Students with Disabilities as all students are experiencing low performance. The district will utilize its three year implementation of MTSS as a scaffold for this goal. The resulting tiered system of support that is developed from the MTSS process will support students and their development in ELA and Math by identifying and working on Tier 1, 2, and 3 supports. All educational partners recognized the low scores in the areas of ELA and Math and were unanimous in voting for a goal dedicated to this area.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	English Language Arts Achievement as measured by the State CAASPP/SBAC exam for ELA	Spring 2023: District: 25.43% Met or Exceeded in ELA 26.52% Nearly Met in ELA 48.05% Not Met in ELA Jefferson: 31.21% Met or Exceeded in ELA			District and All Sites Increase Met or Exceeded by 3% per year for a total of 9%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		24.28% Nearly Met in ELA 44.51% Not Met in ELA Washington: 21.55% Met or Exceeded in ELA 26.60% Nearly Met in ELA 51.86% Not Met in ELA CHS: 32.56% Met or Exceeded in ELA 31.40% Nearly Met in ELA 36.05% Not Met in ELA				
3.2	Mathematics Achievement as measured by the State CAASPP/SBAC exam for Math	Spring 2023: District: 14.98% Met or Exceeded in Math 28.08% Nearly Met in Math 56.94% Not Met in Math Jefferson: 24.85% Met or Exceeded 32.37% Nearly Met 42.77% Not Met Washington: 11.91% Met or Exceeded 27.25% Nearly Met			District and All Sites Increase Met or Exceeded by 3% per year for a total of 9%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		60.85% Not Met CHS: 9.41% Met or Exceeded 24.71% Nearly Met 65.88% Not Met				
3.3	English Language Development of English Learners as measured by the Progress of ELs on the CA Dashboard (District wide)	2023 CA Dashboard: 38.4% of English Learners are making progress (Orange on the Dashboard) • 36.7% progressed at least one ELPI level • 1.4% maintained a level 4 • 28.1% maintained levels • 33.8% decreased at least one level			Increase progress of English learners by 3% each year for a total of 9%	
3.4	English Language Development of English Learners as measured by the Progress of ELs on the CA Dashboard (Jefferson Elementary)	2023 CA Dashboard:2023 CA Dashboard: 23.7% of English Learners are making progress (Red on the Dashboard) (decline of 32.4%) • 23.7% progressed at			Increase progress of English learners by 3% each year for a total of 9%crease progress of English learners by 3% each year for a total of 9%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		least one ELPI level • 0% maintained a level 4 • 30.5% maintained levels • 45.8% decreased at least one level				
3.5	English Language Development of English Learners as measured by the Progress of ELs on the CA Dashboard (Washington School)	2023 CA Dashboard: 48.2% of English Learners are making progress (Green on the Dashboard) (increase 23%) • 44.2% progressed at least one ELPI level • 3.5% maintained a level 4 • 24.8% maintained levels • 27.4% decreased at least one level			Maintain or Increase progress of English learners by 3%	
3.6	English Language Development of English Learners as measured by the Progress of ELs	2023 CA Dashboard: 50% of English Learners are making progress (No color on			Maintain or Increase progress of English learners by 3%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	on the CA Dashboard (CHS)	the Dashboard) (33.3% increase) • 51.1% progressed at least one ELPI level • 0% maintained a level 4 • 31.1% maintained levels • 17.8% decreased at least one level				
3.7	Reclassification Rates of English Learners as measured by percent of reclassification each year	2023 Reclassification Rates: Fall 2023: 16 reclassified at JES (8.5%) Fall 2023: 19 reclassified at WES (13.9%) Fall 2023: 10 reclassified at CHS (13.3%)			Increase reclassification rate by 3% each year	
3.8	Local Assessment: STAR Reading Student Achievement at Jefferson STAR Early Literacy Achievement at Jefferson	Spring Benchmark 2024: Early Literacy at Jefferson: Kindergarten students: 64% at or above; 36% below			Increase % at or above grade level by 5% by the end of the 3 year period	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		STAR reading at Jefferson: Grade 1: 32% are at or above using STAR reading and Star Early Literacy Grade 2: 30% are at or above using STAR reading and Star Early Literacy Grade 3: 32% at or above benchmark Grade 4: 44% at or above benchmark				
3.9	Local Assessment: STAR Mathematics Student Achievement at Jefferson	STAR Math Spring 2024: Grade 1: 34% at or above (only 50% tested) Grade 2: 46% at or above (only 50% tested) Grade 3: 30% at or above benchmark Grade 4: 18% at or above benchmark			Increase % at or above grade level by 5% by the end of the 3 year period	
3.10	Local Assessment: STAR Reading Student Achievement at Washington	STAR Reading Spring 2024: Grade 5: 41% at or above benchmark on STAR Grade 6: 31% at or above benchmark on STAR			Increase % at or above grade level by 5% by the end of the 3 year period	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Grade 7: 29% at or above benchmark on STAR Grade 8: 29% at or above benchmark on STAR *Note: only 24 students tested out of 96 for this benchmark				
3.11	Local Assessment: STAR Math Student Achievement at Washington	STAR Math Spring 2024: Grade 5: 26% at or above benchmark on STAR Grade 6: 12 % at or above benchmark on STAR Grade 7: 27% at or above benchmark on STAR Grade 8: 12 % at or above benchmark on STAR			Increase % at or above grade level by 5% by the end of the 3 year period	
3.12	Local Assessment: STAR Reading Student Achievement at CHS	STAR Reading Spring 2024: Grade 9: 41% at or above benchmark on STAR Grade 10: 51% at or above benchmark on STAR Grade 11: 51% at or above benchmark on STAR			Increase % at or above grade level by 5% by the end of the 3 year period	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Grade 12: 31% at or above benchmark on STAR (however, only 62% took the benchmark)				
3.13	Local Assessment: STAR Math Student Achievement at CHS	STAR MATH Winter 2024: *No spring benchmark was completed at CHS, Winter benchmarks are being presented instead. Grade 9: 8% at or above benchmark on STAR Grade 10: 23% at or above benchmark on STAR (only 74% took the exam) Grade 11:24% at or above benchmark on STAR (however, only 56% took the exam) Grade 12: 9% at or above benchmark on STAR (however, only 57% took the exam)			Increase % at or above grade level by 5% by the end of the 3 year period	
3.14	Years needed to reclassify as an English Learner to RFEP as measured by years in EL program	Average years to reclassification currently is 4.60 years (from students who were reclassified in 2023-2024 only)			Maintain 4-5 years until reclassification for all students. Reduce maximum to 6 years.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Maximum was 11.0 years Minimum was 1.0 years Median was 4.0 years				

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	Core Program supports	* Personnel- Instructional Aides at Jefferson for Kindergarten and TK (7 positions) (paid for in one time funds, cost $208,743) *Personnel- Instructional Adie at Johanna Echols Hansen Continuation High School ($32,308) * Professional Development- continuing support on core education programs for ELA, Mathematics and intervention programs	$241,251.00	Yes

Action #	Title	Description	Total Funds	Contributing
		* Math adoption in 2025-2026 and supports (other funds) *K-12 ELA and Math alignments of standards through PLC time and Articulation days, supplemental time if needed *Phonics Instruction implementation (K-2) (site funds)		
3.2	Intervention Supports	* Intervention program supports- materials, continued professional development * After-school tutoring: Jefferson and Washington and CHS ($18,000 cost of extra duty pay), addressing ELA and Math (Targeted intervention will include intervention for Hispanic and Socioeconomically disadvantaged students that are identified as Red on the District Dashboard as well as Red on Washington and at CHS' Dashboard) Also for English Learners as appropriate. * Release time for grade levels to plan in response to data and for intervention groups (every grade 1-3 times per year) $11,000	$29,000.00	Yes
3.3	Tier 1 Instruction	* Tier 1 Instruction Professional Development (may include GLAD, AVID, UDL and others) ($3,000 per site) * New teacher supports and mentoring for teacher support and retention ($1,500 for meetings, training etc)	$10,500.00	Yes
3.4	English Learner Supports and Programming	* Professional Development on designated and integrated ELD, on serving LTELS ($1,000) * Target Intervention for English Learners after school at Jefferson: such as newcomer groups, (2 hour per week/30 weeks, at extra duty rates $8,720), addressing ELA and Math (English Learners at Jefferson are Red on the Dashboard and District Wide for ELA) * Targeted intervention of LTELs after school at WES/CHS (2 hour per week/30 weeks, at extra duty rates $10,220), addressing ELA and Math (addressing English Learners are Red on the Dashboard for ELA and Math at Washington and District Wide for ELA) * Core ELD materials and curriculum (provided by Title III funds)	$19,940.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.5	Special Education supports	* Professional Development- for paraeducators and Instructional aides and other support staff on behavioral strategies etc * Co-teaching coaching and implementation (also in Goal 2 and cost in goal 2) * Additional planning with paraeducators and Instructional aides ($1,000) *Parent Education nights (ex- what to expect at an IEP, how to parent a student with ADHD, etc) (cost in other PD/family engagement)	$1,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	40% of JEH students will participate in a LTI program (Learning through Interest/Internship) by the end of the 2024-2025 school year and 50% by the end of 2026-2027 school year.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

In working with students, families, and the staff of Johanna Echols-Hansen High, it was clear that learning skills for real world application was the largest need for the school. Students and families identified specific needs including: growing the Big Picture Program, increasing field trips, increasing internships/mentorships, providing mental health and counseling support and preparing students both academically as well as socio-emotionally for the real world. As a result, the goals utilizes student participation in internships with the Big Picture Program to measure the effectiveness of the goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Participation rates in a LTI (Learning through Interest) during the school year.	35% of JEH students participated in LTI in 2023-2024.			50% of JEH students will participate in a LTI.	
4.2	Student rating of being engaged in their education by using the Youth Truth Survey	Youth Truth January 2024 Overall Engagement- students perceive themselves as engaged with their school and			Maintain or increase score.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		their education. 4.11 score of 4.41 (97% of students)				
4.3	% of students who complete the Big Picture program (measure of stability).	100% completion			Maintain 100% completion by all students.	
4.4	% of Students who report they are learning things in class that helps them outside of school (measure of engagement/relativity that increases stability)	Youth Truth January 2024 results 89% of students report positively			Maintain at least 85% of positive responses.	
4.5	Student post-high school outcomes	Collecting the data currently			See an increase in reporting of student outcomes.	

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	Professional Development	* Big Picture Learning coaching, which includes monthly virtual and in-person check-ins * Participation in Upstream Collaborative * Subscription to Imblaze	$21,050.00	Yes
4.2	Professional Development	* Attendance in Big Bang and/or Big Picture Learning Leadership Summit (Funding provided by Big Picture Learning as teacher was announced as National Teacher of the Year and funding is provided for attendance)	$0.00	No
4.3	Supplemental Staffing	*Counselor to provide mental health services	$16,000.00	Yes
4.4	Expanded Learning Experiences	* Opportunities for students to participate in leaving to learns and learning through interests * Transportation to colleges, trade schools, and career sites to learn about post-high school options	$11,650.00	Yes
4.5	Program Supplies	*Supplies for Culinary Program and Gardening Program	$1,000.00	Yes
4.6	Technology	*Subscription to Unrulr (a digital portfolio platform used to track growth and internship participation)	$300.00	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$2,790,773	$227,497

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
20.255%	4.030%	$565,278.71	24.285%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** Attendance Campaign **Need:** Chronic absenteeism is very high in the district, with students identifying as two or more races being Red on the CA Dashboard. Additionally at Washington School, English learners are in the Red on the CA Dashboard for Chronic Absenteeism (and Yellow on the	This action includes targeted attendance follow-ups for students who identify as two or more races districtwide and for English Learners at Washington. Certificated and classified personal will utilize targeted communication, home visits, and attendance meetings to work with parents and students of these groups to increase attendance. Students who are identified as needing Tier 2 or 3 strategies will also work with the Family community outreach liaison with this action. This	Metrics 1.2, 1.3, and 1.4 These metrics exam chronic absenteeism/attendance to determine the impact on student connection with school and engagement at school by looking at school attendance.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	district dashboard). Districtwide socio-economically disadvantaged students are yellow on the dashboard and have a higher rate of absenteeism than "All Students" when examined as a subgroup . Foster youth do not have a performance color due to number of students, however, local data shows high precents of absenteeism for Foster Youth. **Scope:** LEA-wide	action is provided district wide as students in these target populations exist at all schools and many families that are identified have students at multiple schools (and we work at addressing hurdles to attendance for the whole family unit). This is also a required action for English learners at Washington (Red on the Chronic Absenteeism CA Dashboard for the site) and for students who identify as two or more races district-wide.	
1.2	**Action:** Social Emotional, Mental Health and Counseling Supports **Need:** The district is seeing a need for support with culture and climate of the schools and the perceived safety of the schools (per family/student surveys). Additionally, English learners and socio-economically disadvantaged students have higher than state average suspension rates. In all educational partner meetings with English learner parents and parents of students with low incomes, mental health and counseling supports were expressed as a primary need from TK-12th grade. **Scope:** LEA-wide	Action 1.2 will provide counselors at all school sites as well as a mental health counselor, a health tech, and a student resource officer (who will provide Juvenile diversion services). In previous years, the addition of these services have lowered suspension rates, however, parents and students are asking for more and therefore, we have added a dedicated mental heath counselor for the district to provide those services internally. Parents had complained about the external service we were using was not providing consistent service from a counselor (counselors varied every time and time provided was inconsistent). This action will provide dedicated and consistent service from an internal health providers.	These metrics exam chronic absenteeism/attendance as well as dropout rates and suspension rates to determine the impact on student connection with school and engagement at school by looking at school attendance. We will also look at family surveys. Metrics: 1.2, 1.3., 1.4, 1.8, 1.10 and 1.12

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
1.3	**Action:** MTSS Supports and Campus Supports **Need:** The district is attempting to keep students in school via reducing chronic absenteeism and lowering suspension rates. All student groups experience high chronic absenteeism rates and have increased suspension rates compared to the state average. **Scope:** LEA-wide	Additional staff in this action provides additional adult support to perform restorative justice and increase supervision during breaks/recesses. Staff will be present and also be able to provide organized activities to decrease incidents leading to suspension. Professional development and supplemental time for classified and credentialed staff to collaborated will allow the capacity of staff to increase when an incident that could lead to suspension occurs. Professional development will focuses on social emotional learning and restorative practices and how to do Tier 1 supports for the identified students therefore lowering incidents leading to decreased engagement and increased suspension incidents.	Metrics 1.2, 1.3, 1./6, 1.8, and 1.10 These metrics exam chronic absenteeism/attendance as well as dropout rates and suspension rates to determine the impact on student connection with school and engagement at school by looking at school attendance. CHS will examine the suspension metrics as a requirement to examined the suspension rates for Hispanic students and students with disabilities as required by their Red rating on the CA Dashboard.
1.4	**Action:** Family Engagement and Family Supports **Need:** English learner parents report a disconnect with the school district and the need to work more closely. Foster students exhibit a high rate of absenteeism and disconnection from school. English learners are not achieving at the same rates as English Only students. Low income students are not achieving at high	The personnel in this action provide direct services to all unduplicated student groups with family support and translation. The Family Community outreach liaison will be working with all incoming English learner families as well as incoming foster students. The liaison also will work directly with targeted attendance support in action 1.1 with unduplicated students and families. The district translator works closely with all English learner parents for all meetings, including but not limited to intake meetings, DELAC, ELAC, parent conferences, and communications. As we have	Metrics 1.2, 1.3, and 1.4 These metrics examine the chronic absenteeism rates of all students and all subgroups to examine the impact on students by these actions.

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
	rates and are exhibiting high rates of absenteeism. **Scope:** LEA-wide	increased parent engagement during the 23-24 school year, parents have directly asked for support in supporting their students. As a result we are developing a parent ambassador program and parental engagement events/workshops for parents to increase community and engagement with the school. This is universal across all school sites.	
1.5	**Action:** School Transportation Support **Need:** Transportation to school has been a hurdle for many families in our district in the lower grades due to distance from school and conflicts with work hours. English learners, foster, and low income families identified the need as a reason for chronically high absenteeism in the younger grade levels. **Scope:** Schoolwide	This is a continuing action which has increased student attendance in school due to having reliable transportation services for the grades TK-6.	Metrics 1.2, 1.3, and 1.4 These metrics examine the chronic absenteeism rates of all students and all subgroups to examine the impact on students by these actions.
1.6	**Action:** Inclusive Practices **Need:** English learners, foster youth and low income students have lower school attendance and report disconnections with school related to safety, culture, and community. **Scope:** LEA-wide	This action will work at creating a school community environment that is inclusive and supports for staff to increase their capacity to provide culturally relevant and engaging practices for all learners.	Metrics 1.2, 1.3, and 1.4 These metrics examine the chronic absenteeism rates of all students and all subgroups to examine the impact on students by these actions.

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
1.7	**Action:** Creating Engaging Classrooms **Need:** English learners, foster students, and low income students show high degrees of chronic absenteeism and a disconnection from school based on the California Dashboard and Youth Truth surveys. **Scope:** LEA-wide	As absenteeism and disconnection is a LEA wide issue, this action is district wide. In addition, all students exhibit high chronic absenteeism and low academic scores. These actions are put in place to increase teacher capacity to engage students in engaging lessons by proven techniques such as GLAD. In addition, project based learning and release time for teachers to see other teachers increases teacher capacity and hands on learning in the classroom. Finally, art is being added into specials at Washington school to increase engagement and exposure to the arts. In addition, teachers will utilize cross-curricular projects with the art teacher to increase engagement and attendance.	Absenteeism and attendance metrics will be examined to determine effectiveness (Metrics 1.2, 1.3, and 1.4). In addition, teachers will be surveyed to examine the effectiveness of training and learning walks.
1.8	**Action:** Communication Practices **Need:** Unduplicated pupils and their parents have identified communication as an area for improvement for the district (through surveys, LCAP meetings, and parent feedback). Parents have requested more direct mailings, a better website and increased communication through AERIES/Parent Square as well as training on how to utilize these sites as parents. **Scope:** LEA-wide	The district is utilizing the many facets of Parent Square to increase communication to parents in a variety of methods. For example, English learner parents have requested mailings and voicecalls in Spanish and to not send documents through Parent Square. Parent Square and our new website offers seamless communication options to meet the needs of English Learner parents and low income parents who may not have access to internet or devices as well as increasing communication abilities with all parents and students. DTS offers the ability to produce seamless documents in many languages for quick use with parents.	Metric 1.12 will be utilized to determine effectiveness and determine if a change in method needs to occur in the future. In addition, Youth truth and informal feedback will be used to inform these practices.

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
2.1	**Action:** Elective Courses for a Broad Course of Study **Need:** English learners, foster youth, and low income students are scoring low on the California Dashboard for being prepared for college and career. Parents specifically addressed the need to increase course offerings in areas of student interest and engagement. **Scope:** Schoolwide	This action is provided school wide to Washington and Cloverdale High School in order to increase student engagement and exposure to the skills needed to be college and career prepared. English learners and low income students as well as foster students will have assistance scheduling to ensure that they are provided meaningful and engaging electives. In addition, hand scheduling of English learners will increase electives to ensure that they are provided ELD as well as elective opportunity. This action will increase the number of electives to ensure college and career readiness as well as that every student has a broad educational experience.	Metric 2.9 will be monitored to determine effectiveness on the target groups as well as the student population as a whole. Metric 2.10 and 2.11 will be monitored to determine effectiveness of the broad educational opportunities available to all students with a particular examination of the target groups in this action.
2.2	**Action:** College and Career Courses and Supports **Need:** English learner and low income parents identified a specific need for college and career preparation as well as field trips for students to explore the world. Low income, foster, and English learners scored low on the CA dashboard in the areas of college and career preparation. (English learners were 0% prepared, compared to 19.4% overall). **Scope:** LEA-wide	AVID programming is built to increase the ability and confidence of students that normally are not prepared or do not feel prepared to attend college. This action will provide AVID support at CHS. College and Career exploration field trips will be provided TK-12 with the intent of providing the global exposure asked for by parents, specifically English learner and low income.	Metrics 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, and 2.9 will examine the preparedness of students as exiting high school students and the resulting effectiveness of these experiences. Metric 2.12 will measure the effectiveness of AVID. Metric 2.13 will measure the effectiveness of the field trips and programming.
2.3	**Action:** Assessment and Supports	This action item pays for assessments and interventions through Renaissance as well as professional development for teachers to effectively implement the intervention and	Metrics 2.9 and 2.14 will examine the success of this action through the implementation of

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: The district's English Learners and low income students are Red on the dashboard for ELA/Math as well as rated Low for College and Career. **Scope:** LEA-wide	assessment pieces embedded in the Renaissance programming. English learners as well as low income students will utilize this programming as part of their intervention plans to increase their scores in ELA/Math and the skills needed to succeed in college and career. Therefore, teachers will increase their capacity to implement these interventions through this action and as a result provide intervention for students.	interventions that can impact college and career readiness dashboard as well as English Learner progress. In addition, metrics from goal 3 will be used in tandem to investigate the impact of the software interventions on student growth.
2.6	**Action:** Library Supports **Need:** English learners, foster youth and low income students scores are low on state and local benchmarks for ELA and reading. English learners and low income students are Red on the dashboard and score significantly below standard with maintaining/declining points. Foster students score low locally, however, are too few to show on the dashboard. **Scope:** LEA-wide	CUSD will provide librarians at all school sites and libraries in order to increase engagement in reading and provide additional reading programs. Currently, with the addition of librarians to the district, CUSD is seeing increased engagement in reading especially at Washington. Librarians are developing extensive programming including book clubs and lunch time activities to engage students. This need specifically addressed the needs of English learners, foster youth and low income students as it increases access to reading materials as well as creates a welcoming community around ELA/reading.	Metric 2.13 will be examined to determine whether engagement at school increases.
3.1	**Action:** Core Program supports **Need:** Kindergarten has a large percentage of English learners who have not attended preschool and have low Kinder readiness. Additional bilingual personal are needed. JEH	Additional bilingual personal increases the ability for students and families to communicate directly with teachers as well as increases the amount of time teachers can work in small groups with our English learners. Additional PD and supports are being provided to teachers with a greater capacity to increase	Metrics 3.1, 3.2 to measure the effectiveness on the student success on state testing. Metrics 3.8 - 3.13 will examine the effectiveness on local assessments.

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
	has a large number of English leaner families which require a bilingual aide for assistance. Additional development is needed in the areas of ELA and Math for all students, however, English learners and low income students are in the Red for all ELA and Math dashboards for the district as well as for Jefferson and Washington schools. **Scope:** LEA-wide	student success in ELA and Math, with particular attention on meeting the needs of English learners and low income students.	Metrics 3.3, 3.4, 3.5, 3.6, and 3.7 will specifically examine the impact on English learners by examining their progress towards proficiency in the English language.
3.2	**Action:** Intervention Supports **Need:** English learners and socioeconomically disadvantaged students are Red on the CA dashboard for the district as well as for Washington. Socioeconomically disadvantaged students are also red on the CHS's CA dashboard. Foster youth are too few to register on the dashboard, however, also show low rates. **Scope:** LEA-wide	This action provides direction intervention services during after school tutoring as well as release time for planning for teachers to address planning for student intervention. This is a required action to provide targeted intervention for: Hispanic students and Socioeconomically disadvantaged students as they are Red on the district CA Dashboard as well as Red on the site dashboards for Washington and CHS. This is also a required action to address English learner progress at Jeffersion due to progress on the CA Dashboard	Metrics 3.1, 3.2 to measure the effectiveness on the student success on state testing for ELA and Math (specific attention to required subgroups- Hispanic, Socioeconomically disadvantaged and English Learners due to their Red dashboard metrics. Metrics 3.8 -3.13 will examine the effectiveness on local assessments. Metrics 3.3, 3.4, 3.5, 3.6, and 3.7 will specifically examine the impact on English learners by examining their progress towards proficiency in the English language.

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
			(Required due to Jefferson EL's being Red on the CA Dashboard)
3.3	**Action:** Tier 1 Instruction **Need:** English learners and socioeconomically disadvantaged students are Red on the CA dashboard for the district as well as for Washington. Socioeconomically disadvantaged students are also red on the CHS's CA dashboard. Foster youth are too few to register on the dashboard, however, also show low rates. Students and families report a need for more engaging and relevant hands-on learning. **Scope:** LEA-wide	The professional development and new teacher supports will address how to provide engaging and relevant hands-on learning for all students, with a particular emphasis on providing supports to unduplicated students.	Metrics 3.1, 3.2 to measure the effectiveness on the student success on state testing. Metrics 3.8 - 3.13 will examine the effectiveness on local assessments. Metrics 3.3, 3.4, 3.5, 3.6, and 3.7 will specifically examine the impact on English learners by examining their progress towards proficiency in the English language.
4.1	**Action:** Professional Development **Need:** JEH is a continuation school with high numbers of English Learners/Reclassified English Proficient students, and low-income students. Students are low on credits and low on attendance rates overall. Students and families expressed a deep need for increased hands-on learning, support for the Big Picture	The Professional development is being provided to directly improve the quality of the Big Picture program through monthly virtual and in-person checkins to increase teacher capacity to provide the requested needs of the pupils.	Metrics 4.1, 4.2, 4.3, and 4.4 Metrics will be measured to determine if the professional development is having a direct impact on the quality and experience of the students in the program.

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
	Program, and supplies for gardening/cooking as well as mental health services. **Scope:** Schoolwide		
4.3	**Action:** Supplemental Staffing **Need:** JEH is a continuation school with no current counselor/mental health service access. Students and families expressed a deep need mental health services that is provided by the district and is a consistent person. Many students expressed a need for counseling due to trauma or life circumstances. **Scope:** Schoolwide	This action will provide dedicated mental health services to JEH	Metric 4.3 will measure the impact of completion of the Big Picture program. Metric 4.1 and 4.2 will examine student participation in their education and how mental health services allows this to be facilitated at a higher rate.
4.4	**Action:** Expanded Learning Experiences **Need:** JEH is a continuation school with high numbers of English Learners/Reclassified English Proficient students, and low income students. Students are low on credits and low on attendance rates overall. Students and families expressed a deep need for increased hands-on learning, support for the Big Picture Program, and supplies for gardening/cooking as well as mental health services.	This action will increase the ability for students to have hands-on learning beyond the classroom as well as to explore post-high school options.	Metric 4.4 to see the impact on student learning by field trips on the youth truth surveys results. Metric 4.5 determine the impact on experiences on post-high school planning.

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		
4.5	**Action:** Program Supplies **Need:** JEH is a continuation school with high numbers of English Learners/Reclassified English Proficient students, and low-income students. Students are low on credits and low on attendance rates overall. Students and families expressed a deep need for increased hands-on learning, support for the Big Picture Program, and supplies for gardening/cooking as well as mental health services. **Scope:** Schoolwide	This action provides supplies for gardening and cooking in order to meet the need expressed by students and families. The intent is to provide engagement and increase attendance and maintain completion of the program.	Metric 4.2 and 4.4 will be examined to determine if students are more engaged due to the program.

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
2.4	**Action:** English Learner Supports	These actions will provide direct services with additional ELD services and supports through a ELD support coordinator that provide support at all	Metrics for college and career preparedness as

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Need: English learners are not achieving in ELA or Math with being in the Red in both areas in the CA dashboard as well as at the site levels. Socio-economically disadvantaged students are also in the red. **Scope:** Limited to Unduplicated Student Group(s)	sites. The coordinator will coordinate services, provide direct group instruction/tutoring, and work 1:1 with students on progress monitoring.	well as EL student progress will be examined/ Metrics 2.2, 2.3, and 2.13. and 2.14
3.4	**Action:** English Learner Supports and Programming **Need:** English learners students are Red on the CA dashboard for the district as well as for Washington. **Scope:** Limited to Unduplicated Student Group(s)	This action provides direction intervention services during after school tutoring as well as release time for planning for teachers to address planning for student intervention for LTEL and Newcomers. This is a required action to address the number of LTELs in the district as well as to address progress of English Learners on the Dashboard at Jefferson elementary.	Metrics 3.1, 3.2 to measure the effectiveness on the student success on state testing. Metrics 3.8 - 3.13 will examine the effectiveness on local assessments. Metrics 3.3, 3.4, 3.5, 3.6, and 3.7 will specifically examine the impact on English learners by examining their progress towards proficiency in the English language.

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.

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.

CUSD has one school per grade span, and each of these schools serves a higher than 55% unduplicated population. Staffing is provided so all students have access to academic and mental health counseling (counselors at each school site plus a mental health counselor). Additional support was added at each site to provide additional support for English Learners and low income students in the means of a Dean of Students, safety supervisors, and Family Outreach Community Liaison. Additional Instructional Aides and paraeducators were provided for classroom intervention. A student resource officer and other support staff were funded to increase student and staff support. Additional staff was hired to support student academic and social-emotional success. A majority of staffing was increased to build in intervention time before, during, and after school to target learning outcomes for Newcomers, LTELs, Students with special education services, students who are identified as socioeconomically disadvantaged, and foster and homeless students. The district funds a Health tech, school nurse, as well as a Translator to provide direct support services to students and parents, specifically to English Learners, students with disabilities, and foster youth.

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	1:38.68
Staff-to-student ratio of certificated staff providing direct services to students	n/a	1:15.88

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	13778355	2,790,773	20.255%	4.030%	24.285%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$3,367,052.00	$400,593.00	$0.00	$125,700.00	$3,893,345.00	$3,630,080.00	$263,265.00

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	Attendance Campaign	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$0.00	$10,515.00	$10,515.00	$0.00	$0.00	$0.00	$10,515.00	
1	1.2	Social Emotional, Mental Health and Counseling Supports	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$558,663.00	$0.00	$558,663.00	$0.00	$0.00	$0.00	$558,663.00	
1	1.3	MTSS Supports and Campus Supports		Yes	LEA-wide		All Schools	ongoing	$839,450.00	$13,000.00	$707,800.00	$141,650.00	$0.00	$3,000.00	$852,450.00	
1	1.4	Family Engagement and Family Supports	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$101,678.00	$26,000.00	$127,678.00	$0.00	$0.00	$0.00	$127,678.00	
1	1.5	School Transportation Support	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Jefferson Elementary and Washington School TK-6	ongoing	$90,700.00	$27,000.00	$117,700.00	$0.00	$0.00	$0.00	$117,700.00	
1	1.6	Inclusive Practices	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$0.00	$5,000.00	$0.00	$0.00	$0.00	$5,000.00	$5,000.00	
1	1.7	Creating Engaging Classrooms	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$46,400.00	$10,000.00	$46,400.00	$0.00	$0.00	$10,000.00	$56,400.00	

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	1.8	Communication Practices	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$0.00	$9,800.00	$9,800.00	$0.00	$0.00	$0.00	$9,800.00	
2	2.1	Elective Courses for a Broad Course of Study	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Washington School, Cloverdale High School 7th-12th	ongoing	$1,212,270.00	$0.00	$1,212,270.00	$0.00	$0.00	$0.00	$1,212,270.00	
2	2.2	College and Career Courses and Supports	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$0.00	$63,500.00	$28,500.00	$0.00	$0.00	$35,000.00	$63,500.00	
2	2.3	Assessment and Supports	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$0.00	$5,500.00	$2,500.00	$0.00	$0.00	$3,000.00	$5,500.00	
2	2.4	English Learner Supports	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	ongoing	$252,116.00	$45,000.00	$237,416.00	$0.00	$0.00	$59,700.00	$297,116.00	
2	2.5	Special Education Supports	Students with Disabilities	No			All Schools	ongoing	$10,000.00	$0.00	$10,000.00	$0.00	$0.00	$0.00	$10,000.00	
2	2.6	Library Supports	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$212,812.00	$2,250.00	$215,062.00	$0.00	$0.00	$0.00	$215,062.00	
3	3.1	Core Program supports	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	ongoing	$241,051.00	$200.00	$32,308.00	$208,943.00	$0.00	$0.00	$241,251.00	
3	3.2	Intervention Supports	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$29,000.00	$0.00	$29,000.00	$0.00	$0.00	$0.00	$29,000.00	
3	3.3	Tier 1 Instruction	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$0.00	$10,500.00	$1,500.00	$0.00	$0.00	$9,000.00	$10,500.00	

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
3	3.4	English Learner Supports and Programming	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	ongoing	$18,940.00	$1,000.00	$18,940.00	$0.00	$0.00	$1,000.00	$19,940.00	
3	3.5	Special Education supports	Students with Disabilities	No			All Schools	ongoing	$1,000.00	$0.00	$1,000.00	$0.00	$0.00	$0.00	$1,000.00	
4	4.1	Professional Development	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Johanna Echols-Hansen Continuation High School 11/12	ongoing	$0.00	$21,050.00	$0.00	$21,050.00	$0.00	$0.00	$21,050.00	
4	4.2	Professional Development	All	No			Specific Schools: Johanna Echols-Hansen Continuation High School 11/12	ongoing	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	0
4	4.3	Supplemental Staffing	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Johanna Echols-Hansen Continuation High School 11/12	ongoing	$16,000.00	$0.00	$0.00	$16,000.00	$0.00	$0.00	$16,000.00	
4	4.4	Expanded Learning Experiences	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Johanna Echols-Hansen Continuation High School 11/12	ongoing	$0.00	$11,650.00	$0.00	$11,650.00	$0.00	$0.00	$11,650.00	
4	4.5	Program Supplies	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth	Specific Schools: Johanna Echols-	ongoing	$0.00	$1,000.00	$0.00	$1,000.00	$0.00	$0.00	$1,000.00	

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
						Low Income	Hansen Continuation High School 11/12									
4	4.6	Technology	All	No			Specific Schools: Johanna Echols-Hansen Continuation High School 11/12	ongoing	$0.00	$300.00	$0.00	$300.00	$0.00	$0.00	$300.00	

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
13778355	2,790,773	20.255%	4.030%	24.285%	$3,356,052.00	0.000%	24.357 %	**Total:**	$3,356,052.00
								LEA-wide Total:	$1,769,726.00
								Limited Total:	$256,356.00
								Schoolwide Total:	$1,329,970.00

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	Attendance Campaign	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$10,515.00	
1	1.2	Social Emotional, Mental Health and Counseling Supports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$558,663.00	
1	1.3	MTSS Supports and Campus Supports	Yes	LEA-wide		All Schools	$707,800.00	
1	1.4	Family Engagement and Family Supports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$127,678.00	
1	1.5	School Transportation Support	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Jefferson Elementary and Washington School TK-6	$117,700.00	
1	1.6	Inclusive Practices	Yes	LEA-wide	English Learners Foster Youth	All Schools	$0.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
					Low Income			
1	1.7	Creating Engaging Classrooms	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$46,400.00	
1	1.8	Communication Practices	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$9,800.00	
2	2.1	Elective Courses for a Broad Course of Study	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Washington School, Cloverdale High School 7th-12th	$1,212,270.00	
2	2.2	College and Career Courses and Supports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$28,500.00	
2	2.3	Assessment and Supports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,500.00	
2	2.4	English Learner Supports	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$237,416.00	
2	2.6	Library Supports	Yes	LEA-wide	English Learners Foster Youth Low Income		$215,062.00	
3	3.1	Core Program supports	Yes	LEA-wide	English Learners Low Income	All Schools	$32,308.00	
3	3.2	Intervention Supports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$29,000.00	
3	3.3	Tier 1 Instruction	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,500.00	
3	3.4	English Learner Supports and Programming	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$18,940.00	
4	4.1	Professional Development	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Johanna Echols-Hansen	$0.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
						Continuation High School 11/12		
4	4.3	Supplemental Staffing	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Johanna Echols-Hansen Continuation High School 11/12	$0.00	
4	4.4	Expanded Learning Experiences	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Johanna Echols-Hansen Continuation High School 11/12	$0.00	
4	4.5	Program Supplies	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Johanna Echols-Hansen Continuation High School 11/12	$0.00	

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$2,829,811.00	$2,508,345.00

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	Professional Development	Yes	$252,364.00	61825
1	1.2	Collaboration	Yes	$11,086.00	0
1	1.3	Program Design & Instructional Support	Yes	$1,000,065.00	1,132,338
1	1.4	Assessment	Yes	$5,000.00	2067
1	1.5	Technology	Yes	$3,750.00	6550
1	1.6	Expanded Learning Experiences	Yes	$80,415.00	487
1	1.7	Supplemental Staffing	Yes	$119,222.00	69338
2	2.1	Professional Development	Yes	$0.00	0
2	2.2	Collaboration	Yes	$0.00	0
2	2.3	Program Design & Instructional Support	Yes	$222,663.00	22081

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	2.4	Assessment	Yes	$210,747.00	19472
2	2.5	Technology (DTS translation)	Yes	$0.00	6993
2	2.6	Expanded Learning Experiences	Yes	$0.00	0
2	2.7	Supplemental Staffing	Yes	$215,004.00	193416
3	3.1	Professional Development	Yes	$18,040.00	0
3	3.2	Collaboration	Yes	$0.00	0
3	3.3	Program Design & Instructional Support	Yes	$43,080.00	0
3	3.4	Assessment	Yes	$0.00	0
3	3.5	Technology-sign	Yes	$0.00	17379
3	3.6	Expanded Learning Experiences	Yes	$0.00	0
3	3.7	Supplemental Staffing	Yes	$621,375.00	955915
3	3.8	Transportation	Yes	$27,000.00	20,484

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)
2739221	$2,829,811.00	$2,490,966.00	$338,845.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Professional Development	Yes	$252,364.00	61825		
1	1.2	Collaboration	Yes	$11,086.00	0		
1	1.3	Program Design & Instructional Support	Yes	$1,000,065.00	1132338		
1	1.4	Assessment	Yes	$5,000.00	2067		
1	1.5	Technology	Yes	$3,750.00	6550		
1	1.6	Expanded Learning Experiences	Yes	$80,415.00	487		
1	1.7	Supplemental Staffing	Yes	$119,222.00	69338		
2	2.1	Professional Development	Yes	$0.00	0		
2	2.2	Collaboration	Yes	$0.00	0		
2	2.3	Program Design & Instructional Support	Yes	$222,663.00	22081		
2	2.4	Assessment	Yes	$210,747.00	19472		
2	2.5	Technology (DTS translation)	Yes	$0.00	6993		

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	2.6	Expanded Learning Experiences	Yes	$0.00	0		
2	2.7	Supplemental Staffing	Yes	$215,004.00	193416		
3	3.1	Professional Development	Yes	$18,040.00	0		
3	3.2	Collaboration	Yes	$0.00	0		
3	3.3	Program Design & Instructional Support	Yes	$43,080.00	0		
3	3.4	Assessment	Yes	$0.00	0		
3	3.5	Technology-sign	Yes	$0.00	0		
3	3.6	Expanded Learning Experiences	Yes	$0.00	0		
3	3.7	Supplemental Staffing	Yes	$621,375.00	955915		
3	3.8	Transportation	Yes	$27,000.00	20484		

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)
14027598	2739221	2.26%	21.787%	$2,490,966.00	0.000%	17.758%	$565,278.71	4.030%

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:

  o 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]).

  o 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.

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

- o Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

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

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)](#);

- o **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.

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

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.

- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.

- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

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

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.

- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.

  o When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,

  o The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.

- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.

- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

- In addition to this information, the LEA must also identify:

  o The school or schools to which the goal applies

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

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).

- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

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

Broad Goal

Description

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

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

- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.

- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.

- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

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

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

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

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

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

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

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

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

  o The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter 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.

- 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.

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

  o When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

  o Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

  o As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:

    ▪ The reasons for the ineffectiveness, and

    ▪ How changes to the action will result in a new or strengthened approach.

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

Action #

- Enter the action number.

Title

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

Description

- Provide a brief description of the action.

    o 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.

    o 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.

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

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.

    o **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:

    o Language acquisition programs, as defined in *EC* Section 306, provided to students, and

- o   Professional development for teachers.

- o   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:

   - o   The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.

   - o   These required actions will be effective for the three-year LCAP cycle.

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

Purpose

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:

  o **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.

  o **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

  o **Location**: 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)**

  o This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).

- **7. Total Estimated Actual Expenditures for Contributing Actions**

  o This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).

- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**

  o This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).

- **5. Total Planned Percentage of Improved Services (%)**

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

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

  o This amount is the total of the Estimated Actual Percentage of Improved Services column.

- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**

  o This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

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

  o This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**

  o This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).

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

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

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the 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)**

  o 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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