



LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Culver City Unified School District (CCUSD)

CDS Code: 19-64444-1932185

School Year: 2025-26

LEA contact information:

Dr. Alfonso Jimenez

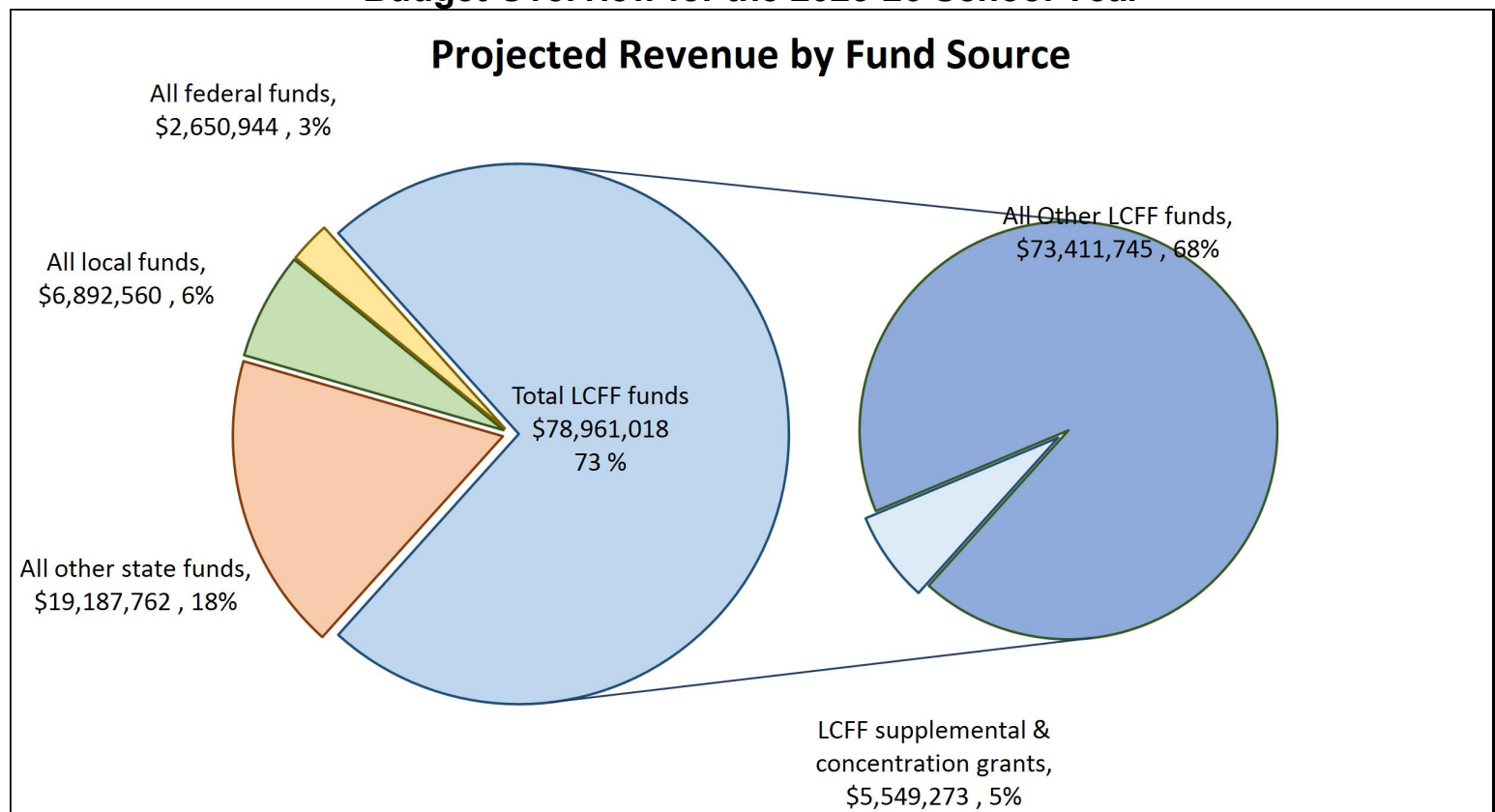
Superintendent

alfonsojimenez@ccusd.org

(310) 842-4220

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

Budget Overview for the 2025-26 School Year

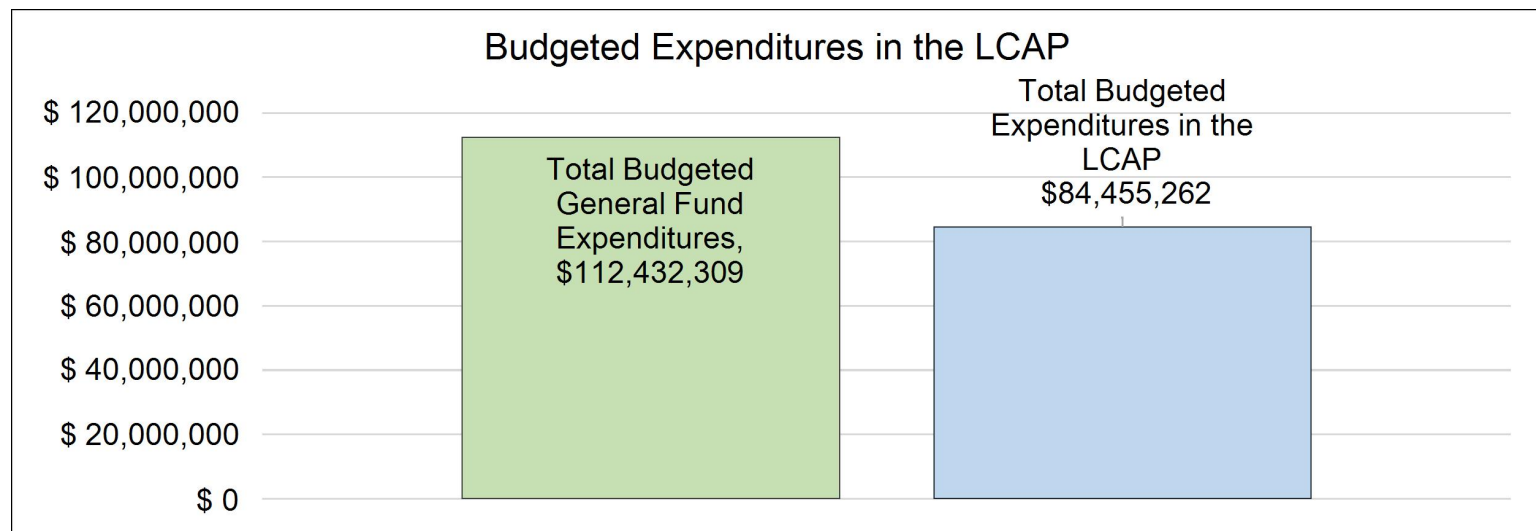


This chart shows the total general purpose revenue Culver City Unified School District (CCUSD) expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Culver City Unified School District (CCUSD) is \$107,692,284, of which \$78,961,018 is Local Control Funding Formula (LCFF), \$19,187,762 is other state funds, \$6,892,560 is local funds, and \$2,650,944 is federal funds. Of the \$78,961,018 in LCFF Funds, \$5,549,273 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: Culver City Unified School District (CCUSD) plans to spend \$112,432,309 for the 2025-26 school year. Of that amount, \$84,455,262 is tied to actions/services in the LCAP and \$27,977,047 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

General Fund budgeted expenditures not included in the LCAP include but are not limited to the following: District office support (i.e., Fiscal Services, Purchasing, Human Resources, Information Technology, Student and Family Support Services, Educational Services, custodial services, routine restricted maintenance, grounds keeping, transportation, school site office support staff etc.)

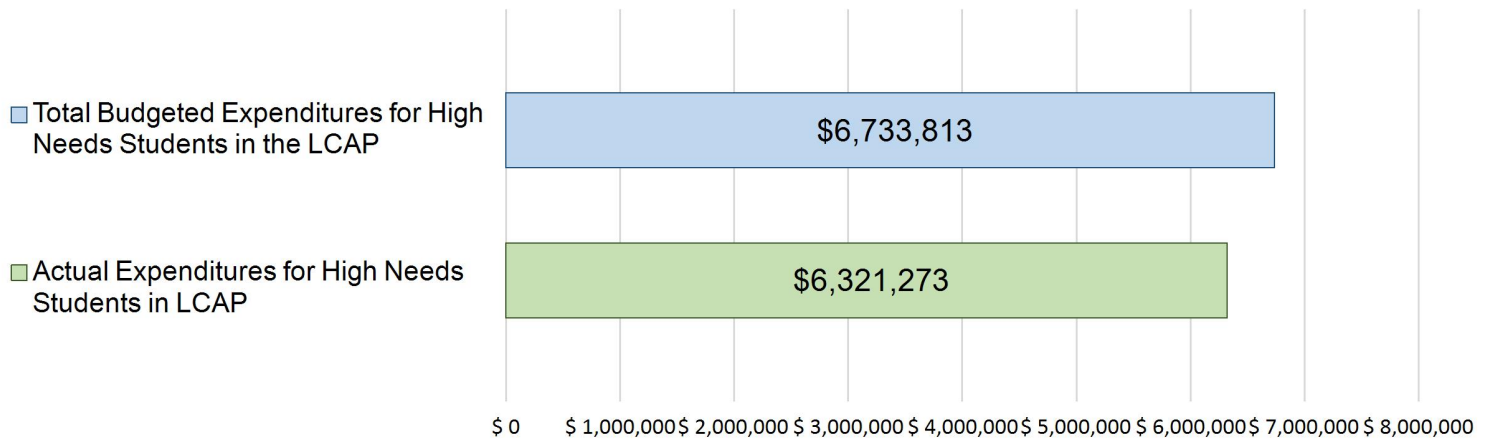
Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, Culver City Unified School District (CCUSD) is projecting it will receive \$5,549,273 based on the enrollment of foster youth, English learner, and low-income students. Culver City Unified School District (CCUSD) must describe how it intends to increase or improve services for high needs students in the LCAP. Culver City Unified School District (CCUSD) plans to spend \$560,152 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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

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



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

The text description of the above chart is as follows: In 2024-25, Culver City Unified School District (CCUSD)'s LCAP budgeted \$6,733,813 for planned actions to increase or improve services for high needs students. Culver City Unified School District (CCUSD) actually spent \$6,321,273 for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of \$412,540 had the following impact on Culver City Unified School District (CCUSD)'s ability to increase or improve services for high needs students:

The total expenditure to increase or improve services for high needs students in 2024-25 is less than the total budgeted expenditures due to some vacancies such as the Community Liaisons and TOSA, Dual Language. The actions listed within the LCAP were carried out and provided by other personnel. The vacancies had no impact on the delivery of services.



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
Culver City Unified School District (CCUSD)	Dr. Alfonso Jimenez Superintendent	alfonsojimenez@ccusd.org (310) 842-4220

Plan Summary [2025-26]

General Information

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

Culver City Unified School District (CCUSD) is located in the city of Culver City, a five-square-mile, urban community of about 40,000 residents surrounded mostly by the City of Los Angeles. It is centrally located on the Westside near Santa Monica, Beverly Hills, and Los Angeles International Airport. Known for its well-run public school system, "small town" charm, growing high-tech and creative economies, and a dynamic downtown that is regionally known as a destination for restaurants, live theater, and art galleries, Culver City is also "The Heart of Screenland" due to its historical and present impact on the movie industry. CCUSD is comprised of five Transitional Kindergarten (grades TK-5) elementary schools, one middle school (grades 6-8), one comprehensive high school (grades 9-12), an online Independent Study Program, and a continuation high school, which are all designed to meet individual student needs. The district also has a robust Adult Education Program, Culver City Adult School (CCAS) and pre-school and school-age care from the Office of Child Development.

The District employs 928 full- and part-time certificated and classified staff members. Culver City Unified School District has a long tradition of educational excellence and high standards. The community is involved and supportive, with a rich network of partnerships that provide a wealth of opportunities for our students. Along with the assistance of the site-based Parent Teacher Associations (PTA), Booster Club organizations, and the district-wide Culver City Education Foundation. CCUSD has benefited from collaborations and donations from Sony Pictures Entertainment, the Rotary Club of Culver City, Wende Museum, local professional arts organizations, CTE grants Strong Workforce Program (SWP), Arts Media and Entertainment, Epic Games, Los Angeles Arts Ed Collective, Culver City Exchange Club, Amazon, MGM Studios, Fineshriber Family Foundation, Culver City Arts Foundation, West Los Angeles College, and Venice Family Clinic, as well as a host of generous local businesses and private donors in our community. With strong partnerships and a focus on serving the Whole Child CCUSD is proud of its diversity. Per Niche CCUSD is the most diverse school district in Los Angeles County and the tenth most diverse district in

California. Specifically, 55 different languages are spoken by families in homes throughout the district. Across the district over 1000 elementary students are served in our Spanish and Japanese and Dual Language Programs.

During the 2024-2025 school year 6588 students are enrolled in Culver City Unified School District. The following percent and number of students are reflected in the student population in the 2024-25 school year: 32% (2135) are eligible for Free and Reduced Lunch (FRL), 9% (617) are English Language Learners (ELLs), .01% (62) are experiencing homelessness, and 0% (1) are Foster Youth. Culver City Unified School District has an unduplicated pupil count of 36% (2390) students.

Reflections: Annual Performance

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

Culver City Unified School District (CCUSD) continues to demonstrate areas of strength alongside notable opportunities for growth, as evidenced by the California School Dashboard and local performance data sources. The CA School Dashboard shows that CCUSD students perform above the state average in both English Language Arts and mathematics. However, achievement gaps persist for English Learners, socioeconomically disadvantaged students (also referred to as SED or low-income), and students experiencing homelessness. Local iReady diagnostic data reflect these disparities: while 59% of students were at or above grade level in reading by midyear (63% in elementary, 54% in middle school), only 22% of socioeconomically disadvantaged students, 21% English learners, and 17% of homeless students met grade-level expectations. These findings emphasize the need for continued academic interventions and equity-focused progress monitoring. The district's graduation rate remains strong at 95.3%, reflecting effective student supports. College and career readiness indicators show encouraging trends, including a significant percentage of graduates meeting UC/CSU entrance (A-G) requirements.

In 2024 the California Dashboard shows that in ELA (DFS= Distance from Standard)

Overall, 3,436 students / +29.3 DFS / -4.2 (change from 22-23) / Green Status
African American 369 students / -11.6 DFS / -2.9 Maintain (change from 22-23) Orange Status
Asian 340 students / +63.3 DFS / -3.7 (change from 22-23) Green Status
English Learners 465 students / -43.3 DFS / -10.7 (change from 22-23) Orange Status
Long-term English Learners 97 students / -86.9 DFS / -12.6 (change from 22-23) Red Status
Hispanic 1,276 students / -3.8 DFS / -5.1 (change from 22-23) Yellow Status
Homeless 31 students / -75.7 DFS / .2 Maintain (Change from 22-23) Red Status
Filipino 50 students / +42.4 DFS / -29.9 (change from 22-23) Green Status
Socioeconomically Disadvantaged 1,355 students / -11.2 DFS / -1.8 Maintain (change from 22-23) Orange Status
Students with Disabilities 412 students / -63.7 DFS / +3.5 (change from 22-23) Yellow Status
Two or more races 487 students / +63 DFS / +5.6 Maintain (change from 22-23) Blue Status
White 857 students / +64.2 DFS / -6.4 (change from 22-23) Green Status

In 2024 the California Dashboard shows that in Math (DFS= Distance from Standard)

Overall, 3,437 students / -6.5 DFS / -1.2 (change from 22-23) Yellow Status
African American 368 students / -67.8 DFS / +4.3 (change from 22-23) Yellow Status
Asian 345 students / +47.5 DFS / -11.4 (change from 22-23) Green Status
English Learners 473 students / -71.9 DFS / -10 (change from 22-23) Orange Status
Long-term English Learners 97 students / -150.8 DFS / -14.5 (change from 22-23) Red Status
Hispanic 1,272 students / -53.3 DFS / -2.1 (change from 22-23) Orange Status
Homeless 29 students / -127.3 DFS / +6.7 (change from 22-23) Orange Status
Filipino 50 students / +28.4 DFS / -3.1 (change from 22-23) Green Status
Socioeconomically Disadvantaged 1,357 students / -63.8 DFS / 1.9 Maintain (change from 22-23) Orange Status
Students with Disabilities 410 students / -104.2 DFS / +2 (change from 22-23) Red Status
Two or more races 487 students / +41.7 DFS / +5.9 (change from 22-23) Blue Status
White 858 students / +39.2 DFS / -2.3 Maintain (change from 22-23) Blue Status

In 2024 the California Dashboard shows that the English Learner Progress Indicator
Overall, 43.5%, Orange Status

Chronic Absenteeism for grades K-8 reduced by -4.1%, Yellow Status

In 2024 the California Dashboard shows the Graduation rate

Overall, 563 / 93.6% / -1.7% (change from 22-23) Yellow Status
African American 74 students / 87.8% / -5.5% (change from 22-23) Orange Status
Asian 60 100% / 0% Maintain (change from 22-23) Blue Status
English Learners 40 students / 87.5% / 0% Maintain (change from 22-23) *Status
Long-term English Learners 30 students / 83% / -9.5% (change from 22-23) *Status
Hispanic 228 students / 92.5% / -1.8% (change from 22-23) Yellow Status
Homeless 20 students / 85% / -5.9% (change from 22-23) * Status
Socioeconomically Disadvantaged 315 students / 92.1% / -3.7% (change from 22-23) Yellow Status
Students with Disabilities 75 students / 93.3% / +8.6% (change from 22-23) Green Status
Two or more races 55 students / 92.7% / -1.4% (change from 22-23) Yellow Status
White 124 students / 96.8% / +1.3% (change from 22-23) Blue Status

In 2024 the California Dashboard shows the Suspension rate

Overall, 6,826 / 1.1% / -.6% Green Status
African American 719 students / 3.5% / -2.9% (change from 22-23) Green Status
Asian 727 students / .4% / -.3% (change from 22-23) Blue Status
English Learners 722 students / 1.5% / 0.1% Maintain (change from 22-23) Green Status
Long-term English Learners 176 students / 5.7% / +.07 (change from 22-23) Orange Status
Hispanic 2,565 students / 1.2% / -.4% (change from 22-23) Green Status

Homeless 80 students / 10% / -2.2% (change from 22-23) Orange Status
Filipino 93 students / 0% / 0% Maintain (change from 22-23) Blue Status
Socioeconomically Disadvantaged 2,706 students / 2% / -1% (change from 22-23) Green Status
Students with Disabilities 774 students / 2.1% / -2.1% Maintain (change from 22-23) Blue Status
Two or more races 1011 students / 1.1% / +.3% Maintain (change from 22-23) Yellow Status
White 1,690 students / .2% / -.5% Maintain (change from 22-23) Blue Status

Within Culver City Unified School District there were student groups in the Red, which is the lowest performance level.

Students with Disabilities: El Rincon
African-American: Farragut
Students with Disabilities: Farragut
English Learners: Linwood Howe

In 2023 the California Dashboard shows that in ELA (DFS= Distance from Standard)

Overall, 64%, 3,493 students / +33.5 DFS / .9 Maintain (change from 21-22) / Green Status
African American 370 students / -8.7 DFS / +8.6 (change from 21-22) Yellow Status
Asian 357 students / +67 DFS / .2 Maintain (change from 21-22) Blue Status
English Learners 464 students / -32.6 DFS / -10.4 (change from 21-22) Orange Status
Hispanic 1,299 students / +1.2 DFS / +6.8 (change from 21-22) Green Status
Homeless 60 students / -75.9 DFS / +19.5 (Change from 21-22) Orange Status
Filipino 54 students / +72.3 DFS / +5.7 (change from 21-22) Blue Status
Socioeconomically Disadvantaged 1,344 students / -9.4 DFS / 1.3 Maintain (change from 21-22) Orange Status
Students with Disabilities 407 students / -67.1 DFS / +8.9 (change from 21-22) Yellow Status
Two or more races 479 students / +57.4 DFS / -2.4 Maintain (change from 21-22) Blue Status
White 880 students / +70.5 DFS / +4.9 (change from 21-22) Blue Status

In 2023 the California Dashboard shows that in Math (DFS= Distance from Standard)

Overall, 51%, 3,483 students / -5.3 DFS / .9 Maintain (change from 21-22) Yellow Status
African American 365 students / -72.1 DFS / -.8 (change from 21-22) Orange Status
Asian 356 students / +58.9 DFS / +3.4 (change from 21-22) Blue Status
English Learners 461 students / -61.9 DFS / -21.7 (change from 21-22) Orange Status
Hispanic 1,294 students / -51.2 DFS / -3.5 (change from 21-22) Orange Status
Homeless 59 students / -134.1 DFS / +8.5 (change from 21-22) Orange Status
Filipino 54 students / +31.6 DFS / -7.9 (change from 21-22) Green Status

Socioeconomically Disadvantaged 1,338 students / -65.7 DFS / -9.2 (change from 21-22)
Orange Status Students with Disabilities 405 students / -106.2 DFS / +5.5 (change from 21-22) Orange Status
Two or more races 481 students / +35.8 DFS / 1.7 Maintain (change from 21-22) Blue Status
White 879 students / +41.5 DFS / +7 (change from 21-22) Blue Status

In 2024 the California Dashboard shows that the English Learner Progress Indicator
Overall, 47.2%, Orange Status

Overall, 47%, Orange Chronic Absenteeism for grades K-8 reduced by -1.8% Graduation rate
All Students 528 / 95.3% / -1.3% (change from 21-22) Blue Status
African American 90 students / 93.3% / -1.4% (change from 21-22) Yellow Asian 58 100% +3.6% (change from 21-22) Blue
English Learners 24 students / 87.5% / -8.9% (change from 21-22) *Status
Hispanic 176 students / 94.3% / -1.7% (change from 21-22) Yellow Status
Homeless 11 students / 90.9% / -2.8% (change from 21-22) * Status
Filipino 9 students / No performance color
Socioeconomically Disadvantaged 284 students / 95.8% / .7% Maintained (change from 21-22) Blue Status
Students with Disabilities 46 students / 84.8% / -6.3% (change from 21-22) Orange Status
Two or more races 51 students / 94.1% / -5.9% (change from 21-22) Yellow Status
White 132 students / 95.5% / -1.6% (change from 21-22) Blue Status

Suspensions

All Students 6,934 / 1.7% / +.6% Yellow Status
African American 786 students / 6.4% / +2.9% (change from 21-22) Red Status
Asian 749 students / .7% / +.4% (change from 21-22) Green Status
English Learners 718 students / 1.4% / +.5% (change from 21-22) Yellow Status
Hispanic 2,591 students / 1.6% / +.7% (change from 21-22) Yellow Status
Homeless 139 students / 12.2% / +3.8% (change from 21-22) Red Status
Filipino 99 students / 0% / -1% (change from 21-22) Blue Status
Socioeconomically Disadvantaged 2,734 students / 3% / +1% (change from 21-22) Orange Status
Students with Disabilities 763 students / 4.2% / +1.6% Maintain (change from 21-22) Orange Status
Two or more races 995 students / .8% / -.2% Maintain (change from 21-22) Blue Status
White 1,690 students / .7% / 0% Maintain (change from 21-22) Blue Status

Within Culver City Unified School District there were student groups in the Red, which is the lowest performance level.

State Priority: Chronic Absenteeism

English Learners: Culver City Middle School
Students with Disabilities: Culver City Middle School

English Learners: El Rincon
Hispanic: Farragut
Asian: La Ballona
Students with Disabilities: La Ballona
Socioeconomically Disadvantaged: Farragut

State Priority: Suspension

Students Experiencing Homelessness: Culver City High School
Students Experiencing Homelessness: Culver City Middle School
Students with Disabilities: Culver City Middle School
Black/ African American: Culver City Middle School

In April 2025 the state of California Department of Education identified CCUSD for disproportionality in the area of suspension for Black/African American students with IEPs.

The LEA (Culver City Unified School District) has no unexpended Learning Recovery Emergency Block Grant (LREBG) funds for the 2025-2026 school year.

Reflections: Technical Assistance

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

Culver City Unified School District was identified for Differentiated Assistance based on the 2024 California Dashboard lowest performing ratings for the following:

Homeless Youth CAASPP (Red - ELA; Orange - Math) (Priority 4) and Chronic Absenteeism (Priority 5).

CCUSD will address Homeless Youth CAASPP (Red - ELA; Orange - Math) (Priority 4) through Goal 2.5 Multi-tiered System of Support and action 2.8 Site-Based Instructional Lead.

CCUSD will address Homeless Youth Chronic Absenteeism (Priority 5) through Goal 6.3 Use of Communication App to reduce chronic absenteeism and action 6.5 Counseling.

District Leaders have been reviewing data and working with the Los Angeles County of Education to identify underlying causes, possible solutions, and available resources to support the needs of these students and show continuous improvement in these areas through in-person and online meetings. District leaders continue to review the District's Dashboard data, identify strengths and weaknesses, explain actions included in the LCAP to address student achievement gaps and prioritize our work. One member of the District Leadership team participated in the "Differentiated Assistance Convening" conference to help identify best practices, apply strategies and tools to improve student outcomes, and engage with LACOE leaders in the process of ongoing improvement.

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	In October 2024, an interest form went out to all families and staff requesting volunteers for the LCAP PAC, which began November 18, 2024 and met monthly through May 2025. Additionally, in March a survey was sent to staff and the community to gather input on teachers' priorities. In Partnership meetings spending priorities that inform the Local Control Accountability Plan (LCAP) priorities were discussed.
Principals	In October 2024, an interest form went out to all families and staff requesting volunteers for the LCAP PAC, which began November 18, 2024 and met monthly through May 2025. Additionally, in March 2025, a survey was sent to staff and the community to gather input on priorities. Anecdotal data and reflection on the current (24-25) goals was collected at monthly admin council meetings.
Administrators	In October 2024, an interest form went out to all families and staff requesting volunteers for the LCAP PAC, which began on November 18, 2024. Additionally, in March 2025, a survey was sent to staff and the community to gather input on administrators' priorities. Anecdotal data and reflection on the current (24-25) goals was collected at monthly admin council meetings.
Other School Personnel	In October 2024, an interest form went out to all families and staff requesting volunteers for the LCAP PAC, which began on November 18, 2024. In March 2025, a survey was sent to staff and the community to gather input on staff's priorities by analyzing the goals from 24-25 and the priority areas from the state were reviewed in

Educational Partner(s)	Process for Engagement
	order to identify those that needed to be increased or improved. This input is informing the increased and improved actions of the LCAP.
Local Bargaining Units	<p>In October 2024, an interest form went out to all families and staff requesting volunteers for the LCAP PAC, which began on November 18, 2024.</p> <p>In March 2025, a survey was sent to staff and the local bargaining units to gather input on their priorities. In Partnership meetings spending priorities and questions were discussed. Additionally, a survey was sent to all unit members to gather input (LCAP Survey, CHKS, and Staff Youth Truth).</p>
Parents and Families	<p>In October 2024, an interest form went out to all families and staff requesting volunteers for the LCAP PAC, which began on November 18, 2024. In March 2025, a survey was sent to parents and the community to gather input on parents' and families' priorities. Data from these surveys was shared in the PAC and used to help identify the priorities for the 25-26 LCAP. In April 2025 the DAC was presented with the LCAP goals and the group made suggestions on needed actions for each goal to make them more inclusive, and at this meeting we discussed the possible need for an additional goal for Students with Disabilities. Upon research the decision was made to include Students with Disabilities under each goal because of the social justice approach to rightful presence. Rightful presence means that students with disabilities be included in every school in every classroom through rightful presence. Feedback from the DAC was also used to inform the upcoming revision of the District's inclusion plan. The Equity Advisory Committee reviewed goals 5, 6, and 7 to provide input on increasing and improving services. Additionally, DELAC reviewed goal 5 on March 18 to provide input on increasing and improving services.</p>
Students	<p>Students were surveyed using the California Healthy Kids Survey (October 2024) and the YouthTruth Survey (December 2024). Student Focus Groups were held in February 2025 to review and discuss student responses from the YouthTruth Survey and their input was noted to identify the needs of the students to reflect in the LCAP. Additionally, student leaders who serve on the Board of Education shared bi-monthly reports and their input was noted.</p>

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

In October 2024, an LCAP PAC invite went out to the staff and families. In December a presentation was made to the Board of Education to publicly report the dashboard and CAASPP/CAA/CAST data. This presentation was shared in January with the LCAP Parent Advisory Committee or LCAP PAC. During the LCAP PAC meetings, the longitudinal data placemat with data to inform the LCAP was shared to guide the LCAP PAC's evaluation of the actions. The PAC was asked to decide whether actions should be adopted, adapted, or abandoned to inform the LCAP analysis. As the LCAP PAC analyzed goals using data, they reviewed the eight state LCFF Priorities. The actions prioritized for increased or improved services were noted in the LCAP. The PAC used input from the survey results from educational partners to inform the 7 goals for the 25-26 LCAP which are:

- Goal 1: Equitable Access to High Quality Curriculum
- Goal 2: Targeted Supports (Intervention/MTSS)
- Goal 3: Culturally Inclusive Learning and Safety
- Goal 4: Enrichment and Personalized Learning
- Goal 5: English Learners and Biliteracy
- Goal 6: Attendance and Discipline
- Goal 7: Black Student Achievement Plan

Before adoption, the LCAP was presented to the required Parent Advisory Committee on May 19, 2025, and the District English Learner Parent Advisory Committee (DELAC) on May 20, 2025. The Superintendent provided written responses to any comments from the PAC and DELAC committees. Consultations with the SELPA occurred on March 25, 2025. A notification to the public about the opportunity to submit written comments on specific actions and expenditures was provided on June 6, 2025, 72 hours before the public hearing. A public hearing followed by a presentation to the Board place on June 10, 2025. The LCAP and budget were adopted on June 24, 2025.

LCAP PAC requested that more progress monitoring (5.1) to inform families about their child's EL level and achievement.

DELAC requested more parent engagement opportunities, which those sessions began in the Spring of 2025. There are also noted questions about the reorganization in Educational Services.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Provide equitable access to high quality curriculum, materials, classroom instruction, and technology to foster engaging, creative, and meaningful learning experiences for all students while emphasizing growth towards meeting or exceeding standards to close the achievement and opportunity gaps. (Equitable Access to High Quality Curriculum)	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)

An explanation of why the LEA has developed this goal.

The LEA developed this goal to meet the state LCFF priority number 1, which is basic conditions of learning. This goal supports academic access and outcomes with the goal of closing the achievement and opportunity gap. Students have the right to equitable access to high quality curriculum, materials, classroom instruction, and technology to foster their learning. CCUSD commits to providing equitable access to high quality curriculum to ensure that their students master the curriculum and have meaningful learning experiences. In doing so, CCUSD strives to close the achievement and opportunity gaps to ensure that all students achieve.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	CA School Dashboard ELA, Math Distance from Standard	CA School Dashboard 2023 - Distance from standard ELA +33.5 District (-9.4) Low income (-75.9) Homeless (-32.9) English Learners Math (-5.3) District	CA School Dashboard 2024 - Distance from standard ELA +29.3 District (-11.2) Low Income (-75.7) Homeless (-43.3) English Learners		CA School Dashboard - Distance from standard ELA +45.5 District +10.0 Low Income (- 5.0) Homeless +10.0 English Learners (-10.0) LTEL	+/- Change ELA +4.2 District (-1.8) Low Income +0.2 Homeless (-10.7) English Learners New Baseline - LTEL

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		(-65.7) Low income (-134.1) Homeless (-61.9) English Learners CA School Dashboard 2024 - Distance from standard ELA (-86.9) LTEL Data Not Displayed for Privacy Foster Youth Math (-150.8) LTEL Data Not Displayed for Privacy Foster Youth	Math (-6.5) District wide (-63.8) Low Income (-127.3) Homeless (-71.9) English Learners		Math + 5.0 District 0.0 Low income (-25.0) Homeless 0.0 English Learner (-15.0) LTEL (-15.0) Foster Youth	Math (-1.2) District wide +1.9 Low Income + 6.8 Homeless (-10.0) English Learners New Baseline - LTEL New Baseline - Foster Youth
1.2	Surveys for staff, students, and families on Special Education Inclusive practices	New baseline in 2024-2025 Percentage responding "satisfied" and "very satisfied" on corresponding survey questions 73% Staff 67% Students 77% Families			Percentage responding "satisfied" and "very satisfied" on corresponding survey questions 93% Staff 87% Students 97% Families	+/- Change New baseline - Staff, Students and Families
1.3	Percentage of participants in professional development focused on student access such as	New baseline in 2024-2025 74.6% Districtwide			100% Participation	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Culturally Responsive Pedagogy and Inclusion					
1.4	Percentage of Induction teachers responding "Helpful" or "Very Helpful" on professional development focus on student access such as Culturally Responsive Pedagogy and Inclusion	<p>New baseline in 2024-2025</p> <p>100% responded "Helpful" or "Very Helpful"</p>			100% responding "Helpful" or "Very Helpful"	
1.5	Percentage of Assistive Technology Inventory student supports and teacher training	<p>New baseline in 2024-2025</p> <p>100% student support with assistive technology.</p> <p>100% teacher training on assistive technology</p>			<p>100% student support with assistive technology.</p> <p>100% teacher training on assistive technology</p>	<p>+/- Change</p> <p>New baseline</p>
1.6	EduClimber usage data	<p>Educlimber Usage Data 2022-2023</p> <p>33% of teachers, interventionists, TOSAs, counselors, psychologists, and admin (site and district) have logged in at least once</p>	<p>Educlimber Usage Data 2023-2024</p> <p>32% of teachers, interventionists, TOSAs, counselors, psychologists, and admin (site and district) have logged in at least once</p>		85% staff logged to EduClimber	<p>+/- Change</p> <p>(-1%) of teachers, interventionists, TOSAs, counselors, psychologists, and admin (site and district) have logged in at least once</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.7	Teacher Residency enrollment in challenging staffing areas such as special education.	New baseline for 2024-2025 0% for the 24-25 year			100% enrollment capacity cohort	New baseline
1.8	Usage data for educational technology such as Clever, Canvas (9-12), Google classroom (TK-8), PearDeck (3-12) for extended opportunities for student learning and organization of digital materials.	2023-2024 Clever (TK-8): 100% usage Canvas (9-12): 97% of students Google Active Classrooms (Tk-12): 78% usage PearDeck (3-12): 45% usage	2024-2025 Clever (TK-8): 100% usage Canvas (9-12): 96% of students Google Active Classrooms (Tk-12): 82% usage PearDeck (3-12): 54% usage		Clever (TK-8): 100% usage Canvas (9-12): 100% of students Google Active Classrooms (Tk-12): 100% usage PearDeck (3-12): 100% usage	+/- Change Clever (TK-8): 0% usage Canvas (9-12): (-1%) of students Google Active Classrooms (Tk-12): +4% usage PearDeck (3-12): +9% usage
1.9	College and career preparedness as measured by the CA Dashboard	CA School Dashboard 2022-2023 62% 2022-2023	CA School Dashboard 2023-2024 62.3% 2023-2024		80% by 2027	+/- Change +0.30%
1.10	Percentage of students meeting or exceeding standards or at or above grade level on annual local measures - Interim Assessments, Benchmark Assessments, Standards Based Diagnostic Assessments	New baseline for 2024-2025 Standards-based diagnostic (iReady Reading) 59% Overall K-8 63% ES (K-5) 54% MS (6-8)			10% increase on local assessments	New baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Standards-based diagnostic (iReady Math) 49% Overall K-8 52% ES (K-5) 43% MS (6-8)				
1.11	Professional Learning Community (PLC) notes on data discussions	New baseline for 2024-2025 55% PLC notes shared with admin			100% by 2027	New baseline
1.12	CAASPP ELA, Math and Science	CAASPP - California Assessment of Student Performance and Progress 2022-2023 ELA - Met or Exceeded Standard 64.41% District 46.27% Low income 35.00% Homeless 11.12% English Learners 19.43 % Foster Youth Math - Met or Exceeded Standard 50.76% District 27.89% Low income 17.24% Homeless 14.14% English Learners 10.74% Foster Youth	CAASPP - California Assessment of Student Performance and Progress 2023-2024 ELA - Met or Exceeded Standard 63.11% District 46.95% Low income 24.32%Homeless 8.31% English Learners 19.92% Foster Youth Math - Met or Exceeded Standard 51.2% District		CAASPP - California Assessment of Student Performance and Progress ELA - Met or Exceeded Standard 78.00% District 56.00% Low income 42.35% Homeless 13.45% English Learners 13.45% LTEL 25.00% Foster Youth Math - Met or Exceeded Standard 61.41% District	+/- Change ELA - Met or Exceeded Standard (-1.3%) District +0.68% Low income (-10.68%) Homeless (-2.81%) English Learners (-5.08%) Foster Youth New baseline - LTEL Math - Met or Exceeded Standard +0.4% District +1.55 Low income (-6.13%) Homeless

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>Science - Met or Exceeded Standard 43.70% District 23.81% Low income 10.00% Homeless 1.02% English Learners</p> <p>CAASPP - California Assessment of Student Performance and Progress 2023-24</p> <p>ELA - Met or Exceeded Standard 4.64% LTEL</p> <p>Math - Met or Exceeded Standard 2.21% LTEL</p> <p>Science - Met or Exceeded Standard 1.00% LTEL</p>	<p>29.44 Low income 11.11% Homeless 9.27% English Learners 11.15% Foster Youth</p> <p>Science - Met or Exceeded Standard 46.04% District 31.38% Low income 14.28% Homeless 0.0% English Learners</p>		<p>35.75% Low income 25.00% Homeless 25.00% English Learners 25.00% LTEL 20.00% Foster Youth</p> <p>Science - Met or Exceeded Standard 52.80% District 34.30% Low income 15.62% Homeless 15.62% English Learners 15.62% LTEL</p>	<p>(-4.87%) English Learners (-8.85%) Foster Youth New baseline - LTEL</p> <p>Science - Met or Exceeded Standard +2.34 District +7.57 Low income +4.28 Homeless- (-1.02) English Learners New baseline - LTEL</p>
1.13	Chronic Absenteeism Rates	<p>From the CA Dashboard 2022-2023:</p> <p>14.2% All Students (Yellow performance level) 35.1% Homeless (orange) 21.0% Socioeconomically Disadvantaged (orange)</p>	<p>From the CA Dashboard 2023-2024:</p> <p>10.1% All Students (Yellow performance level) 45.5% Homeless (red) 16.8% Socioeconomically</p>		<p>5% All Students 15% Homeless 10% Socioeconomically Disadvantaged 15% Foster Youth (no color) 2% Asian</p>	<p>+/- Change</p> <p>(-4.1%) All Students +10.4% Homeless (red) (-4.2%) Socioeconomically Disadvantaged (yellow)</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		36.4% Foster Youth (no color) 8.4% Asian (Green) 19.3% English Learners (Orange) 20.3% - Hispanic (Orange) 23.1% Students with Disabilities (Orange)	Disadvantaged (yellow) Foster Youth (no color) 5.4% Asian (Green) 13.6% English Learners (Yellow) 13.7.% - Hispanic (Yellow) 15.8% Students with Disabilities (Yellow)		4% English Learners 5% Hispanic 8% Students with Disabilities	N/A Foster Youth (no color) (-3.0%) Asian (Green) (-5.7%) English Learners (Yellow) (-6.6%) - Hispanic (Yellow) (-7.3%) Students with Disabilities (Yellow) New baseline - LTEL
1.14	College/Career Ready (A-G and CTE)	From CA Dashboard 2022-2023: Baseline 24.6% (130/528) Students completed A-G and one CTE pathway	From CA Dashboard 2023-2024: 17.6% (130/528) Students completed A-G and one CTE pathway		35% Students completed A-G and one CTE pathway	+/- Change (-7%) Students completed A-G and one CTE pathway
1.15	Percent of students with access to standards-aligned instructional materials per school	100% of students have adopted core curriculum	100% of students have adopted core curriculum		100% of students have adopted core curriculum	+/- Change 0%
1.16	Percent of schools in good repair using	From the 2022-2023 SARCs:	From the 2023-2024 SARCs:		100% in good repair	+/- Change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Facilities Inspection Tool (FIT)	6/7 schools are in fair repair 1/7 schools are in good repair	8/8 Good or Exemplary			86% increase in schools in good repair
1.17	Teaching Assignment Monitoring Outcomes	21-22 Teaching Assignment Monitoring Outcomes by Full-Time Equivalent (FTE) - Dataquest - information will be updated when the State updated the website 340.8 - Total Teaching FTE 93.1% - Clear credentials 0.9% - Out-of-field 0.3% - Intern 3.5% - Ineffective 2.2% - Incomplete 0.0% - Unknown 0.0% - N/A	22-23 Teaching Assignment Monitoring Outcomes by Full-Time Equivalent (FTE) - Dataquest - 345.2 - Total Teaching FTE 92.5% - Clear credentials 1.9% - Out-of-field 0.0% - Intern 1.3% - Ineffective 4.2% - Incomplete 0.0% - Unknown 0.0% - N/A		100% - Clear credentials 0.0% - Out-of-field 0.0% - Intern 0.0% - Ineffective 0.0% - Incomplete 0.0% - Unknown 0.0% - N/A	+/- Change 345.2 - Total Teaching FTE (-0.6%) - Clear credentials +1.0% - Out-of-field (-0.3%) - Intern (-2.2%) - Ineffective +2.0% - Incomplete 0.0% - Unknown 0.0% - N/A
1.18	Early Assessment Program (EAP) - Percentage of Students Prepared for College - ELA & Math	CAASPP-ELPAC Public Report Site 22-23 77.01% - Met/Exceeded Standard for ELA 40.34% - Met/Exceeded Standard for Math	CAASPP-ELPAC Public Report Site 23-24 73.51% - Met/Exceeded Standard for ELA 39.96% - Met/Exceeded Standard for Math		87% - Met/Exceeded Standard for ELA 50% - Met/Exceeded Standard for Math	+/- Change (-3.49) - Met/Exceeded Standard for ELA (-0.38) - Met/Exceeded Standard for Math

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.19	Attendance Rates	CALPADS 22-23 93.9% - Overall 93.8% - Elementary 95.8% - Middle School 92.5% - High School 93.0% - Hispanic 93.5% - Black/African-American 93.3% - English Learners 92.8% - Socioeconomically Disadvantaged 94.2% - Foster Youth	CALPADS 23-24 95.1% - Overall 95.1% - Elementary 95.8% - Middle School 94.5% - High School 94.5% - Hispanic 95.0% - Black/African-American 94.6% - English Learners 94.2% - Socioeconomically Disadvantaged 94.2% - Foster Youth		100% - Overall 100% - Elementary 100% - Middle School 100% - High School 100% - Hispanic 100% - Black/African-American 100% - English Learners 100% - English Learners 100% - Socioeconomically Disadvantaged 100% - Foster Youth 100% - Homeless	+/- Change +1.2% - Overall +1.3% - Elementary +0.0% - Middle School +2.0% - High School +1.5% - Hispanic +1.5% - Black/African-American +1.3 - English Learners +1.4% - Socioeconomically Disadvantaged +1.8% - Foster Youth

Goal Analysis [2024-25]

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

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

CCUSD fully implemented 12 of 13 identified actions (1.1,1.2,1.3,1.4,1.6,1.7,1.8,1.9,1.10,1.11, 1.12, 1.13) for Goal 1 of the LCAP during the 2024-2025 school year. The only substantive difference in the planned action and actual implementation was action 1.5, which has not yet been implemented to establish a teacher residency program. The goal focused on fostering engaging, creative, and meaningful learning

experiences for all students while emphasizing growth towards meeting or exceeding standards to close the achievement and opportunity gaps. This aligns with LCFF Priority 1: Basic Condition

Priority 1: Basic Condition

1.1 CCUSD provided a culturally and linguistically responsive Teacher Induction Program (TIP) to support all first- and second-year teachers in meeting credentialing requirements. This program ensures new teachers receive mentorship and professional development to grow in their practice. CCUSD participates in a consortium with Beverly Hills Unified School District to offer this support. The mentors meet with their mentees in training and they meet on their own to learn the most recent pedagogical techniques. (metric 1.4)

1.2 The Special Education department provided training for new teachers on inclusion, Universal Design for Learning (UDL), and understanding IEPs. These trainings will help teachers support all students and meet legal requirements. Additionally, there were two professional development days dedicated to inclusion work (November 1 and March 8). (metric 1.4)

1.3 CCUSD provided resources to strengthen Special Education programs, support staff in using curriculum and assistive technology, and ensure students with disabilities received the services they need. The inclusion facilitators and program specialists have led this work at each school site with their site inclusion teams. Updated assessment materials assisted staff to better understand and support students' needs. (metric 1.5)

1.4 The site and district instructional leads provided data management and assessment platforms to enable PLC work to monitor English Learner students (i.e. progress and refine lesson planning to meet students' needs (i.e. EduClimber under Goal 1 and English Learners will have data collected in Ellevation (metric 1.2)

1.5 CCUSD Teacher Residency Program to staff hard to fill areas such as Special Education was not yet implemented. We have worked with Alder to enter into the program in the next grant cycle. (metric 1.7)

1.6 Foster Youth were given access to the Learning Management System and web based tools to help students access and organize their educational materials due to their high level of chronic absenteeism. (metric 1.1, 1.13)

1.7 Supplemental curriculum, instruction and progress monitoring for students needing additional support to close the achievement gap was assigned to students. (metric 1.1)

1.8 Teachers and staff worked together through professional learning communities to analyze student data and create action plans. Ensuring all students, especially those with the greatest needs, received the support needed to meet and exceed academic standards. (metric 1.10)

1.9 Instructional Lead Teachers supported teachers working with Foster Youth and low-income students by helping them adjust the curriculum and track student progress. Using the MTSS model provided the support they needed to succeed and perform well on local and state accountability measures. (metric 1.1, 1.13, 1.6)

1.10 Students, especially English Learners, Foster Youth, and low-income students, received advising on college and career readiness, including dual enrollment options. This support helped students stay focused on academics and prepare for future opportunities after high school. (1.1, 1.9)

1.11 CCUSD fostered the growth of our students in academics, arts, athletics, activities. These services include but are not limited to staffing for TK-12 academics, TK-8 dual language programs, physical education, civics, technology, Science Lab tech, elementary media clerks, technology technicians at all sites, and a dedicated technical director at the Frost Auditorium. Core Staffing for Special Education Inclusive Practices.

1.12 High quality, standards-aligned digital and or print textbooks and resources are purchased and annually updated in alignment with Williams textbook sufficiency and state/local adoption criteria and timelines. In 24-25 CCUSD focused on training and resources for the new Science curriculum.

1.13 Additional maintenance, custodial staffing and supplies were employed to address safety and sanitation measures. The use of the FIT reports outlined the facilities' needs. (metric 1.16)

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

There was a material difference between the budgeted expenditures and the estimated actual for Goals 1.6, 1.9 and 1.12.

For 1.6, CCUSD underestimated the costs of the Learning Management System - Canvas.

For 1.9, CCUSD underestimated the personnel costs of its Instructional Lead Teachers as the teachers who filled these positions were in the higher salary bracket.

For 1.12, CCUSD underestimated the costs of its Science book adoption.

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

Teacher Development and Preparation:

Actions 1.1 (Teacher Induction Program) and 1.2 (Special Education Inclusion Training within TIP) were effective in supporting new teachers in meeting credentialing requirements and promoting inclusive, culturally responsive instructional practices. This is evidenced by baseline data from 2024-25 (metric 1.4), which showed that 100% of surveyed induction teachers rated professional development as "Helpful" or "Very Helpful."

Action 1.5 (Teacher Residency Program) was not implemented in 2024-2025. CCUSD anticipates participating in the next residency grant cycle to address staffing shortages in high-need areas such as Special Education. No progress toward intended outcomes were made this year.

Equitable Access:

Actions 1.3 (Assistive Technology Support), 1.6 (Learning Management Systems), 1.7 (Supplemental Curriculum, Instruction and Progress Monitoring) and 1.12 (Instructional Materials and Textbook Adoptions) focused on building infrastructure to support equitable access to learning environments for students with diverse academic and engagement needs.

Action 1.3 was effective, with 100% of students requiring assistive technology receiving support, and 100% of their respective teachers receiving training (metric 1.5). Baseline was established in the 2024-2025. This initial implementation lay the groundwork for inclusive instruction for students with disabilities. Future years will determine the sustained impact of this investment in access and training.

Action 1.6 demonstrated mixed effectiveness, as indicated by metric 1.13 (Chronic Absenteeism). The use of the Learning Management Systems (LMS) may have contributed to decreases in chronic absenteeism for English Learners (-5.7%), Hispanic students (-6.6%), and students with disabilities (-7.3%). However, absenteeism among homeless students increased by 10.4%, placing them in the red performance level. This increase highlights the limits of LMS access alone in meeting the complex needs of homeless student population, suggesting the need for more targeted supports. According to CALPADS, in 2023-2024, Foster Youth attendance rates remained steady at

94.2% Foster Youth CAASPP and CA School Dashboard chronic absenteeism data was suppressed due to fewer than eleven students identifying as Foster Youth.

Action 1.7 was partially effective, as reflected in metric 1.1 (Distance from Standard in ELA and Math). From 2023–2024, the district saw gains in ELA (+4.2) but declined slightly in math (-1.2). Low-income students improved slightly in math (+1.9) but declined in ELA (-1.8). Homeless students showed improvement in math (+6.8) and maintained in ELA (+0.2). English Learners decreased in ELA (-10.7) and in math (-10). Data for Foster Youth were not reported in either year due to a student count of fewer than 11, in accordance with privacy protections.

Action 1.12 was effective in ensuring instructional access and compliance. While there is no specific outcome metric associated with this action, full alignment with the Williams Act requirements for textbook sufficiency and timely delivery of standards-aligned instructional materials was confirmed at all sites, with the exception of hands-on materials for the new science adoption. The assembly and distribution of science kits proved time-consuming due to the complexity and variety of required components. Site level feedback affirmed that the availability of updated resources supported continuity of instruction and academic engagement districtwide.

Actions 1.3 and 1.12 successfully met implementation goals tied to access and instructional quality.

Instructional Improvement and Data Use:

Actions 1.4 (Data Management for PLCs), 1.8 (Professional Learning Communities), and 1.9 (Instructional Lead Teacher Support) were implemented to strengthen instructional quality, promote data-informed collaboration, and improve outcomes for student groups prioritized under LCFF. These actions were fully implemented during the 2024–2025 school year therefore the impact of these actions is anticipated in the 2024–2025 summative results.

Action 1.4 was partially effective, based on 2024 CAASPP results reflected in metric 1.12, which largely captures the year before full implementation. Districtwide CAASPP scores for percentage of students who met or exceeded standard declined slightly in ELA (-1.3) and increased slightly in math (+0.4), but more significant declines among English Learners (-2.81% in ELA, -4.87% in math) and homeless students (-10.68% in ELA, -6.13% in math) suggest that prior data tools and PLC practices were not yet effectively translating into improved instructional outcomes. The data highlights the need to continue the use of data systems like EduClimber and Ellevation to better target support in the current year.

Action 1.8 was a newly implemented action and established a new baseline for local assessment outcomes using metric 1.10 (iReady diagnostics) and therefore cannot yet be evaluated for effectiveness. Following the second diagnostic in January 2025, 59% of K–8 students were at or above grade level in reading and 49% in math.

Action 1.9 showed moderate effectiveness as measured by metric 1.1 (Distance from Standard) and metric 1.13 (Chronic Absenteeism). Although the data reflected a +6.8-point gain in math for homeless students, suggesting that instructional coaching and data-driven support contributed to targeted academic progress, English Learners experienced a -10.7-point decline in ELA, moving further from standard. This widening gap highlights the need for more intensive and differentiated support for English Learners. It is also important to note that Long-Term English Learners (LTEs) metrics were reported separately from the broader English Learner group, which revealed new insights into student group needs and outcomes. Chronic absenteeism among low-income students decreased slightly from 21.0% to 16.8% maintaining the orange level. Although attendance improved, progress is more limited for students facing economic hardships. Data for Foster Youth were not reported in either year due to a student count of fewer than 11, in accordance with privacy protections.

Furthermore, a 10.4% increase in chronic absenteeism among homeless students underscores the importance of pairing instructional support with integrated attendance and engagement strategies. While baseline data continues to highlight persistent challenges for high-

need student groups, the full implementation of Actions 1.4, 1.8, and 1.9 in 2024–2025 is intended to drive improvements in academic outcomes. Summative data from 2024–2025 will provide a clearer picture of the impact on instruction, equity, and student performance.

Postsecondary Readiness, Staffing and School Conditions:

Action 1.10 was minimally effective based on current progress toward metric 1.9 (College and Career Preparedness). According to the CA School Dashboard, college and career readiness rose slightly from 62.0% in 2022–2023 to 62.3% in 2023–2024. Results of the CAASPP assessment showed Low-income students had slight improvements in ELA, math, and science, while English Learners declined in all three areas, including a 2.81 percentage point decrease in ELA and 4.87 in math. Homeless students experienced significant declines in ELA and math, though they improved slightly in science. Long-Term English Learners (LTELs) were reported separately for the first time, with notably low baseline outcomes. Data for Foster Youth was not reported due to less than 11 students in the student group. The district is committed to expanding its strong foundation in college and career advising by more closely aligning it with academic supports, course selection and early access to postsecondary pathways for historically underrepresented students.

Action 1.11 (Recruiting and Retaining Staff) demonstrated promising progress however, a defined metric for evaluation was not established. Targeted efforts to staff academic and specialized programs such as dual language immersion and special education were sustained throughout the year.

Action 1.13 (Safe and Clean Facilities) was effective and demonstrated steady progress in maintaining welcoming and well-functioning learning environments, as evidenced by metric 1.6 with 8/8 FIT reports demonstrating good or exemplary facilities.

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

Action 1.4: Added Long Term English Language Learners (LTEL)

Action 1.8: Added progress monitoring and additional supports for students experiencing homelessness

Action 1.9: Added Director of Teaching and Learning to supplemental funding. Add Long Term English Language Learners.

Action 1.10: Added Long Term English Language Learners

Metric 1.1: New baseline data for Foster Youth

Metric 1.1 and 1.12: New baseline data for Long Term English Language Learners (LTEL)

Metric: 1.12: Foster Youth data has been updated to include Baseline and Year 2 data

The baseline data for the following metrics have been updated: 1.2, 1.3, 1.4, 1.7, 1.10, 1.11

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Teacher Induction	Provide a culturally and linguistically responsive Teacher Induction Program (TIP) for all new First and Second Year Teachers to ensure that they meet the necessary requirements to become appropriately credentialed. CCUSD is a part of a consortium with Beverly Hills Unified School District. (*see metric 1.4)	\$101,862.00	No
1.2	Teacher Induction	The Special Education department will participate in 3 Teacher Induction Program (TIP) trainings for all new teachers regarding inclusion including rightful presence and Universal Design for Learning (UDL). As part of the training new teachers will be trained in how to read IEPs and meet legal requirements. (*see metric 1.4)	\$13,800.00	No
1.3	Assistive Technology	Provide resources to strengthen the Special Education programs, services to students with disabilities, provide ongoing support for staff to successfully implement the curriculum and assistive technology to support learning. In order to determine the needs of students more accurately, up-to-date assessment materials will be provided to each Special Education service provider. (*see metric 1.5)	\$95,899.00	No
1.4	Data Management for PLCs	Provide data management and assessment platforms to enable PLC work to monitor English Learner and Long Term English Language Learners. PLC work would include progress monitoring and lesson planning to meet students' needs. (i.e. EduClimber under Goal 1 and English Learners will have data collected in Ellevation under Goal 5) (*see metric 1.12)	\$85,000.00	Yes
1.5	Teacher Residency	CCUSD Teacher Residency Program to staff hard to fill areas such as Special Education. (*see metric 1.7)	\$50,000.00	No

Action #	Title	Description	Total Funds	Contributing
1.6	Learning Management Systems (LMS) and online supplemental curriculum	Foster Youth need access to a Learning Management System and web-based tools to help students access and organize their educational materials due to their high level of chronic absenteeism. (*see metric 1.1, 1.13)	\$31,500.00	Yes
1.7	Supplemental curriculum, instruction and progress monitoring for students needing additional support to close the achievement gap	Provide supplemental curriculum, instruction and progress monitoring tools with instructional materials and technology that are relevant, culturally-inclusive and address specific needs for Foster Youth and low-income students. (*see metric 1.1)	\$236,000.00	Yes
1.8	Professional Learning Communities for Continuous Improvement	Provide opportunities and structures for teachers and staff to participate in professional learning communities focusing on data informed instructional decisions and developing action plans in order to meet and exceed standards for unduplicated students, particularly for homeless students. Although numbers of homeless students may be small, instructional decisions and action plans should be created to support this student group. (*see metric 1.10)	\$65,000.00	No
1.9	Instructional Practices	Director of Teaching and Learning and an Instructional Lead Teacher per site will work with the teachers of Foster Youth, low-income, English Learners and Long Term English Learners to guide teachers in adjusting the curriculum and monitoring student achievement as needed to ensure these students can master the Essential Standards for higher achievement on CAASPP tests. (*see metric 1.1, 1.13)	\$600,000.00	Yes
1.10	College and Career Advising	College and career readiness advising about dual enrollment options and the importance of focusing on their academics will increase student readiness for post-secondary opportunities for English Learners, Long Term English Language Learners, Foster Youth and low-income students. (*see metrics 1.1 and 1.9)	\$482,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.11	Recruiting and retaining staff	CCUSD will continue to foster the growth of our students in academics, arts, athletics, activities. These services include but are not limited to staffing for TK-12 academics, TK-8 dual language programs, physical education, civics, technology, Science Lab tech, elementary media clerks, technology technicians at all sites, and a dedicated technical director at the Frost Auditorium. Core Staffing for Special Education Inclusive Practices.	\$61,830,963.00	No
1.12	Textbook Adoptions and Instructional Materials	High quality, standards-aligned digital and or print textbooks and resources will be purchased and annually updated in alignment with Williams textbook sufficiency and state/local adoption criteria and timelines.	\$825,778.00	No
1.13	Safe and Clean Facilities	Additional maintenance, custodial staffing and supplies to address safety and sanitation measures.	\$246,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Implement targeted supports for students to optimize learning opportunities that includes multiple pathways to demonstrate learning and remove barriers to student achievement regardless of their background, identity, or ability. (MTSS/ Targeted Supports/Inclusive Practices)	Broad Goal

State Priorities addressed by this goal.

Priority 2: State Standards (Conditions of Learning)
 Priority 3: Parental Involvement (Engagement)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)
 Priority 7: Course Access (Conditions of Learning)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Students learn differently and at different rates. Some students need targeted supports to better understand lessons and or master the curriculum. Studies indicate that it is better to provide targeted supports during the school day to ensure students have equitable access to the targeted supports. Removing barriers in accessing the curriculum and targeted supports provides students the opportunities they need to increase their mastery of the academics.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Frequently identified incidents in eduClimber other database such as AERIES (i.e., causing physical injury, bullying and harassment)	EduClimber/Aeries 2022-2023 50.0% Caused attempted or threatened physical injury 7.0% Used force or violence 7.0% Bullying	EduClimber/Aeries 2023-2024 35.0% Caused attempted or threatened physical injury 11.0% Used force or violence		Reduce baseline incidents by 30% 10.5% Caused attempted or threatened physical injury 3% Used force or violence	+/- Change (-15.0%) Caused attempted or threatened physical injury +4% Used force or violence (-1.0%) Bullying

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		6.5% Harassment or intimidation 6.5% Possession, sale, furnishing a firearm, knife, explosion, or other dangerous object	6.0% Bullying 7.0% Harassment or intimidation 3.0% Possession, sale, furnishing a firearm, knife, explosion, or other dangerous object		2.0% Bullying 2.0% Harassment or intimidation 1.0% Possession, sale, furnishing a firearm, knife, explosion, or other dangerous object	+0.50 Harassment or intimidation (-3.5%) Possession, sale, furnishing a firearm, knife, explosion, or other dangerous object
2.2	iReady diagnostic mathematics data at or above grade level based on diagnostic report.	2023-2024 iReady Math Diagnostic mid or above grade level Winter/Diagnostic #2 53% Overall on or above grade level Not available - SED 23% ELL Not available - Homeless Not available - Foster Youth 36% Hispanic 37% Black/AA 29% SWD	2024-2025 iReady Math Diagnostic on or above standard grade level Winter/Diagnostic #2 49% Overall on or above grade level 52% ES 43% MS (543/1275) 12% SED 24% ELL 11% Homeless 0% Foster Youth 33% Hispanic 30% Black/AA 26% SWD		iReady Math Diagnostic 53% on or above standard grade level Diagnostic #2 73% Overall (match CAASPP growth) 73% ES 73% MS (543/1275) 35% SED 45% ELL 30% Homeless 30% Foster Youth 55% Hispanic 55% Black/AA 50% SWD	+/- Change iReady Math Diagnostic mid or above grade level Winter/Diagnostic #2 (-4%) Overall on or above grade level (-1%) ES New baseline - MS Not available - SED +1% ELL Not available - Homeless Not available - Foster Youth (-3%) Hispanic (-7%) Black/AA (-3%) SWD

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.3	iReady diagnostic reading data to report on instructional levels.	<p>New baseline in 2024-2025</p> <p>iReady Reading Diagnostic mid or above grade level Winter/Diagnostic #2</p> <p>59% Overall mid or above grade level</p> <p>63% ES 54% MS</p> <p>22% SED 21% ELL 17% Homeless 43% Foster Youth 43% Hispanic 43% Black/AA 36% SWD</p>			<p>iReady Reading Diagnostic mid or above grade level Winter/Diagnostic #2</p> <p>80% Overall mid or above grade level</p> <p>85% ES 74% MS</p> <p>45% SED 45% ELL 40% Homeless 70% Foster Youth 70% Hispanic 70% Black/AA 50% SWD</p>	<p>+/- Change</p> <p>New baseline</p> <p>Overall mid or above grade level ES MS SED ELL Homeless Foster Youth Hispanic Black/AA SWD</p>
2.4	Percentage of participants in Universal Design for Learning and Inclusive Practices professional development	<p>New baseline in 2024-2025</p> <p>80% participation</p>			100% Participation	<p>+/- Change</p> <p>New baseline</p>
2.5	Participation in extended school days (before and after school) for additional opportunities to learn or review target learning and standards.	<p>New baseline in 2024-2025</p> <p>Participants in extended school days</p> <p>20% Secondary</p>			15% increase in attendance during extended learning opportunities per year	<p>+/- Change</p> <p>New baseline</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		18% 7th Grade 21% 9th Grade 20% 11th Grade 22% CPHS				
2.6	Percentage of high school students receiving 1 or more D or F (local data)	2023-2024 Semester 1 27% students receiving 1 or more D or F (CCHS)	2024-2025 Semester1 26% students receiving 1 or more D or F (CCHS)		8% students receiving 1 or more D or F first semester	+/- Change (-1%) students receiving 1 or more D or F (CCHS)
2.7	Implementation of CAASPP Interim Assessment Block to inform ELA, ELD, and Math Instruction	25% of 3-11 classrooms are implementing at least one CAASPP Interim Assessment Block (IAB)	91% of 3-11 classrooms are implementing at least one CAASPP Interim Assessment Block (IAB)		100% of 3-11 classrooms will implement 3 or more of the Interim Assessment Assessment Block (IAB)	+/-Change +66% of 3-11 classrooms are implementing at least one CAASPP Interim Assessment Block (IAB)
2.8	Graduates Meeting UC/CSU Requirements. Rates - DataQuest	DataQuest Graduates Meeting UC/CSU Requirements 2022-2023 71.9% All Students 62.8% Low income 42.9% English Learners	DataQuest Graduates Meeting UC/CSU Requirements 2023-2024 69.9% All Students 57.9% Low income 38.2% English Learners		DataQuest Graduates Meeting UC/CSU Requirements 80% All Students 72% Low Income 72% English Learners	+/- Change (-2.0) All Students (-4.9) Low income (-4.7) English Learners

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.9	Enrollment in Principles of Computers/AP Principles of Computer courses	CCUSD Aeries 2022-23 11th or 12th graders enrolled in Principles of Computers or AP Principles of Computers course 1.2% - 11th/12th grade students enrolled 0 - low income students 1.0% - Foster Youth 1.4% - English Learners	CCUSD Aeries 2023-2024 11th or 12th graders enrolled in Principles of Computers or AP Principles of Computers Course 15.0% - 11th/12th grade students enrolled 12.0% - low income students n/a - Foster Youth 4.4% - English Learners		11th or 12th graders enrolled in Principles of Computers or AP Principles of Computers course 20% - 11th/12th grade students enrolled in course 5% - low income students 5% - Foster Youth 5% - English Learners	+/- Change +13.8 - 11th/12th grade students enrolled +12.0 - low income students n/a - Foster Youth +3.0 - English Learners

Goal Analysis [2024-25]

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

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

CCUSD fully implemented 11 of the 11 identified actions for Goal 2 of the LCAP during the 2024-2025 school year. There were no substantive differences in the planned action and actual implementation.

The goal focused on implementing targeted support for students to optimize learning opportunities that includes multiple pathways to demonstrate learning and removes barriers to student achievement regardless of their background, identity, or ability.

2.1 Each subject area took identified interim assessments to measure MTSS implementation and instructional identify instructional needs for academics, behavior, and social emotional learning. (metric 2.7)

2.2 iReady and other supplemental programs have been implemented to differentiate instruction. This has strengthened math and literacy skills for K-8 students and made instructional needs clearer for educators so that they can reteach or adjust pacing based on results, especially English Learners. (metric 2.2, 2.3)

2.3 Universal Design for Learning (UDL) metric training for general education teachers using a trainer-of-trainers model with the support of inclusion facilitators. Each school has a team trained for the inclusion plan to lead UDL implementation, helping students demonstrate learning in different ways, including projects and performance tasks. (metric 2.4)

2.4 Two professional development days, as well as, professional development on Wednesdays were allocated for teachers to create more inclusive environments for students with disabilities and neurodiverse learners. This included strategies for making recess, lunch, and field trips more inclusive, as well as professional development on collaborative teaching and differentiated instruction. (metric 2.4)

2.5 Provided Multi-Tiered System of Support (MTSS) with alignment and articulation from the MTSS/Special Education District TOSA (see 2.1; 2.2; 2.3; 2.4)

2.6 Before and After School intervention and academic booster clubs have provided a multi-tiered system of support (MTSS). Saturday School is being piloted by the high school. (metric 2.5; 2.7)

2.7 Extra learning opportunities are offered before- and after-school programs, Saturday school, and academic booster clubs. These programs provide both academic support and social-emotional learning for students. (metric 2.2, 2.3 & 2.7)

2.8 An Instructional Lead Teacher supported teachers working with Foster Youth and low-income students by helping them adjust the curriculum and track student progress. This ensures these students receive the support they need to succeed and perform well on local and state accountability metrics. (metric 2.2; 2.3; 2.7)

2.9 Alternative Pathway Learning Programs (APEX) for English Learners and low-income students was expanded to support students' learning needs. (metric 2.6)

2.10 Positive Behavioral Interventions and Supports (PBIS) framework was used to support student success and reduce suspensions. This has decreased suspensions for individual students and minimized lost instructional time by focusing on prevention and support strategies. (metric 2.7)

2.11 CCUSD has renewed our commitment to schools that are inclusive of all students, with focus on Students with Disabilities (SWD). Special education personnel include special education teachers, faculty, and staff. The next iteration of the Inclusion Plan is under development.

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

There was a material difference between the budgeted expenditures and the estimated actual for Goals 2.2, 2.6, 2.7, 2.9, and 2.11.

For 2.2, CCUSD budgeted more than needed for its Standards-aligned adaptive supplemental curriculum. The web applications used were less expensive than anticipated.

For 2.6, CCUSD budgeted more than needed for its Before and After School and Saturday School Program. CCHS piloted a new Saturday School program and did not offer it on a weekly basis.

For 2.7, CCUSD underbudgeted for additional opportunities to learn. CCUSD implemented additional web-based applications than anticipated to support student learning.

For 2.9, CCUSD underbudgeted for the needs of the alternative learning programs. The digital, standards-based curriculum cost more than anticipated.

For 2.11, CCUSD overbudgeted for Specialized Academic Instruction. SAI and supports were provided to all students as listed in the IEP.

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

Strengthening Standards-Aligned Formative Assessment and Data-Driven Instruction.

Actions 2.1 (Formative Assessments), 2.2 (Adaptive Standards-Aligned Supplemental curriculum, Math and ELA), 2.3 (Use of Diagnostic Reading Data), and 2.8 (Site-Based Instructional Lead) were implemented to support and increase instructional responsiveness and academic intervention support.

Action 2.1 was effective. Implementation of Interim Assessment Blocks (IABs) increased significantly, with 91% of grades 3-11 classrooms administering at least one IAB in 2024-2025. The use of IABs for formative assessments increased by 66% from 2023-2024 due to re-focusing Wednesday PDs on LCAP accountability priorities.

Action 2.2 was moderately effective. According to metric 2.2, 49% of students were at or above grade level in mathematics on the winter iReady diagnostic, down from 53% the prior year. The 4% decrease is likely due to the 2024-25 winter diagnostic being administered in early January, nearly six weeks earlier than in 2023-24. In the future, more direct comparisons can be made if iReady diagnostics are administered consistently. English Learners showed a slight improvement, increasing from 23% to 24% at or above grade level, despite an earlier diagnostic window than 2023-2024.

Action 2.3 was newly implemented in 2024-2025 and established a new baseline for reading performance using mid-year iReady diagnostic results and therefore cannot be evaluated this year for effectiveness. Overall 59% of students were at or above grade level in reading, with performance in elementary (63%) higher than in middle school (54%). Student group data highlighted persistent gaps: only 22% of low-income students, 21% of English Learners, and 17% of homeless students met mid-year grade level expectations. Although student group percentages may vary due to cohort size, these results reinforce the need for continued focus on targeted reading instruction and progress monitoring.

Action 2.8 was effective. Site-based instructional lead teachers partnered with classroom educators to analyze diagnostic and IAB data, support differentiated instruction and improve instructional responsiveness. These efforts helped embed data-informed practices into school routines to improve student outcomes in both mathematics and reading where persistent achievement gaps exist. Local data indicator, iReady, established a new baseline in reading revealing that only 22% of low income students were at or above grade level. In math only 12% of low-income students were at or above grade level at the mid-year diagnostic. Additionally, the 2023–2024 CAASPP results showed modest gains for low-income students. In English Language Arts, 46.95% met or exceeded the standard, a slight increase from 46.27% the previous year. In mathematics, 29.44% met or exceeded the standard, up from 27.89%. Although gaps are evident, upward trends suggest that site-based instructional leads have contributed to progress for low-income students.

Expanding Access to Academic Intervention and Reteach Opportunities:

Actions 2.6 (Before and After School and Saturday Intervention) and 2.7 (Additional Opportunities to Learn) were implemented to expand access to academic intervention and structured learning beyond the school day.

Action 2.6 was partially effective. Metric 2.5 showed that 20% of secondary students participated in extended learning opportunities beyond the school day. Elementary sites began to add before school and after school interventions in the 2024-2025 school year. These interventions were in addition to WIN (What I Need) time during the school day.

Action 2.7 is a newly implemented action and established a new baseline for metrics 2.3 and 2.7; as a result, effectiveness cannot be evaluated. However, the increase use of Interim Assessment Blocks (IABs) from 2023-2024 to 2024-2025 suggests improved implementation of formative assessments. Schools established consistent systems for using iReady and IABs to monitor student progress and assign various opportunities for intervention and reteach. Implementation is in early stages.

Building Multi-Tiered Systems for Academic, Behavioral, and Social-Emotional Support:

Action 2.5 (Multi-Tiered System of Support), 2.4 (Inclusive Practices Professional Development) and 2.10 (PBIS Framework) collectively supported the development of a coherent, tiered system to address students' academic, behavioral, and social-emotional needs.

Action 2.4 was a newly implemented action and established a new baseline in 2024-2025 (metric 2.4), with 80% of teachers participating in professional development on UDL and inclusive practices. This new baseline provided a foundation for expanding inclusive practices districtwide. The majority of feedback on surveys were positive.

Action 2.5 was partially effective. Led by the MTSS/Special Education TOSA, this action focused on improving consistency in student support systems and strengthening Tier 1 academic, behavioral, and social-emotional practices. Behavioral data (metric 2.1) showed a 15% decrease in incidents involving attempted or threatened physical injury from 2022-2023 to 2023-2024 suggesting improvement in multi-tiered supports. Academic metrics measuring this action represented newly implemented actions and established new baselines and therefore cannot yet be evaluated for effectiveness.

Action 2.10 was partially effective. EduClimber and Aeries data (metric 2.1) showed a 15% decline in incidents involving physical injury and a 3.5% decline in possession of dangerous objects. However, incidents involving use of force (+4%) and harassment or intimidation increased. (+0.5%). These incidents are primarily found at the secondary level.

Alternative Learning Pathways:

Action 2.9 was minimally effective. The percentage of high school students receiving one or more D or F grades, as measured at the end of the first semester, decreased slightly from 27% in 2023–2024 to 26% in 2024–2025, suggesting modest improvement. However this data is not disaggregated to determine the specific impact on English Learners, low-income students or Foster Youth. CAASPP data for these student groups reveal persistent achievement gaps. In 2023-2023, only 29.44% of low income students met or exceeded standards in math and 46.95% in ELA. English learners performed significantly lower with 9.27% meeting standards in math and 8.31% in ELA. Foster Youth data were not reported because there was fewer than 11 students in the student group. Low-income and English Learner A-G completion rates decreased by -4.9 and -4.7 (metric 2.8) respectively. Alternative learning pathways are in place, however, these outcomes suggest that more supports and closer progress monitoring toward meeting and exceeding California state standards are needed.

Inclusive Staffing and Support for Students with Disabilities:

Action 2.11 is a newly implemented action and therefore cannot be evaluated this year for effectiveness. The district continued to invest in staffing special education teachers and support personnel to create more inclusive schools. CAASPP results from 2023-2024 reveal on going academic support needed for students with disabilities.

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

Action 2.2: Added Long Term English Language Learners. Replaced "curriculum" with "personalized learning platform" so that iReady is not mistaken for adopted curriculum.

Action 2.8: Added Director of Teaching and Learning to supplemental funding. Updated action description to define LCFF focused student groups.

Metric 2.1: Added specific data to target year 3

Metric 2.2: Updated to reflect data collected in the correct diagnostic window from window 3 to 2. Added updated target data information for student groups.

Metric 2.3, 2.4 and 2.5: Updated to include new baseline data in 2024-2025.

Metric 2.4: Updated description to reflect graduates meeting UC/CSU requirements

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Provide Interim Assessments for Progress Monitoring and Providing Additional Intervention Opportunities (MTSS)	Provide interim assessments to measure MTSS implementation and instructional support for academics, behavior, and social emotional learning. (*see metric 2.7)	\$10,000.00	No
2.2	Adaptive Standards Aligned Supplemental Curriculum	Support classroom implementation of standards aligned supplemental curriculum such as iReady that informs reteaching and differentiation. Support math and ELA learning outcomes for English Learners, Long Term English language learners with the supplemental iReady adaptive math and ELA personalized learning platform to support mathematical learning and literacy K-8. (*see metric 2.2 and 2.3)	\$245,000.00	Yes
2.3	Professional Development for	Universal Design for Learning (UDL) training for general education teachers using a trainer of trainer model. Each school site will identify two	\$59,000.00	No

Action #	Title	Description	Total Funds	Contributing
	teachers on Universal Design for Learning (UDL)	teachers who will serve as the trainers. This professional development on UDL will include multiple representations of learning through projects (Performance Tasks) so that students may demonstrate learning in a variety of ways. (*see metric 2.4)		
2.4	Inclusive Practices Professional Development	Provide training in inclusive practices for students with disabilities and neurodiverse learners a minimum of twice per year with intentional focus on collaboration time to develop practices and protocols that will increase inclusiveness during non-classroom times (i.e. recess, lunch, assemblies, and field trips). Professional development through teacher release time to learn and observe research-based and intentional teaching practices for collaborative teaching to differentiate instruction for students with disabilities. (*see metric 2.4)	\$48,000.00	No
2.5	Multi-Tiered System of Support (MTSS)	Ensure robust Multi-Tiered System of Support (MTSS) with alignment and articulation from the MTSS/Special Education District TOSA (*see 2.1; 2.2; 2.3; 2.4)	\$160,000.00	No
2.6	Before and After School and Saturday school intervention and academic booster clubs Multi-tiered System of Support (MTSS): Intervention	Provide additional opportunities to learn by implementing before/after school and during Saturday school intervention and academic booster clubs for academic support and social emotional learning. (*see metric 2.5; 2.7)	\$100,000.00	No
2.7	Additional Opportunities to Learn	Provide a systematic process to frequently monitor student learning, analyze data effectively and provide interventions and services as needed to ensure students successfully progress toward academic proficiency. (*see metric 2.2, 2.3, & 2.7)	\$21,577.00	No
2.8	Site-Based Instructional Lead	Director of Teaching and Learning and Instructional Lead Teacher per school site will work with the teachers of English learners, low-income and	\$532,436.00	Yes

Action #	Title	Description	Total Funds	Contributing
		foster youth to guide teachers in adjusting the curriculum and monitoring student achievement as needed to ensure students can master the Essential Standards for higher achievement on CAASPP tests. Tier 2 focus and site-level planning for mid year growth is emphasized. (This position is supported 50% Goal 1 and 50% Goal 2 at secondary.) (*see metric 2.2; 2.3; 2.7)		
2.9	Provide and Expand Alternative Pathway Learning Programs for English Learners and low-income students	Provide and expand alternative learning programs (i.e. APEX and/or Subject) to allow English Learners and low income students multiple pathways to demonstrate learning. (*see metric 2.6)	\$50,800.00	Yes
2.10	Implement PBIS Framework	Implement PBIS framework to support students and reduce out-of-school suspensions. The objective would include decreasing single student out-of-school suspension and decreased loss in instructional days due to suspensions through preventative measures. (see metric 2.7)	\$25,000.00	No
2.11	Specialized Academic Instruction	CCUSD is committed to creating schools that are inclusive of all students, with focus on Students with Disabilities (SWD). Special education personnel includes special education teachers, faculty, and staff.	\$8,934,307.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Ensure all schools are safe and provide culturally inclusive learning environments with systems that support positive mental health and social-emotional skills through student, staff, and family engagement. (Culturally Inclusive Learning and Safety)	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

As the 4th most diverse school district in California (www.niche.com, 2024), it is inherent that CCUSD provides culturally inclusive learning experiences to its students. When students see someone like them in the curriculum, it is more meaningful to them. Culturally inclusive learning will have a positive impact upon student academics which will ultimately impact the safety at school. Safety issues tend to decrease in schools where students are more connected to the school. CCUSD recognizes the need to provide social-emotional support and skills to its students which will have a positive impact upon their mental health. Providing family engagement activities will help create family experiences and connectedness at the school where families will choose to spend their free time.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Percentage of counselors completing Hatching Results Counselor Professional Development	2022-23 Average 75% attendance/participation in Hatching Results meetings	2023-24 Average 87.5% attendance/participation in Hatching Results meetings		100% counselors hatching results trained or 100% participated in Hatching results training	+/- Change +12.5% average attendance/participation in Hatching Results meetings
3.2	Percentage Professional development meeting attendance to develop	data not collected in 2023-2024			100% attendance at professional development	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	monthly district-wide themes.	This data was not collected and discontinued.				
3.3	CHKS Survey Data on Safety (Parents/Families, Students, and Teachers/Staff)	<p>CHKS Survey 2023-2024</p> <p>Do you feel safe at school? (most or all of the time) 84% 5th grade</p> <p>I feel safe in my school (agree or strongly agree) 47% 7th grade 48% 9th grade 41% 11th grade (CCHS) 89% 11th grade (CP)</p> <p>Is a safe place for my child (agree/strongly agree) 73% Parent/Family</p> <p>Teachers/ Staff: Adults really care about every student. (agree/strongly agree) 91%: All 93%: Elementary Schools 89%: CCMS 81%: CCHS 100%: CP</p>	<p>CHKS Survey 2024-2025</p> <p>Do you feel safe at school? (most or all of the time) 82% 5th grade</p> <p>I feel safe in my school (agree or strongly agree) 52% 7th grade 65% 9th grade 52% 11th grade (CCHS) 81% 11th grade (CP)</p> <p>Is a safe place for my child (agree/strongly agree) 87% Parent/Family</p> <p>Teachers/ Staff: Adults really care about every student. (agree/strongly agree)</p>		<p>CHKS Survey Safety Questions</p> <p>Do you feel safe at school? (most or all of the time) 95% 5th Grade</p> <p>I feel safe in my school (agree or strongly agree) 85% 7th Grade 85% 9th Grade 85% 11th Grade</p> <p>Is a safe place for my child (agree/strongly agree) 85% Parent/Family</p> <p>Teachers/Staff: Adults really care about every student. (agree/strongly agree) 100%: All 100%: Elementary Schools 100%: CCMS 100%: CCHS</p>	<p>+/- Change</p> <p>Do you feel safe at school? (most or all of the time) (-2) 5th grade</p> <p>I feel safe in my school (agree or strongly agree) +5% 7th grade +17% 9th grade +11% 11th grade (CCHS) (-8%) 11th grade (CP)</p> <p>Is a safe place for my child (agree/strongly agree)</p> <p>+14% Parent/Family</p> <p>Teachers/ Staff: Adults really care about every student. (agree/strongly agree) +1%: All +2%: ES</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			92%: All 95%: Elementary Schools 96%: CCMS 84%: CCHS 86%: CP		100%: CP	+7%: CCMS +3%: CCHS (-14%): CP
3.4	CHKS Survey Data on Engagement (Parents/Families, Students, and Teachers)	<p>CHKS Survey 2023-2024</p> <p>School encourages me to be an active partner with the school in educating my child. 84% All 92% ES 77% MS 75% HS</p> <p>Parents feel welcome to participate in this school (strongly agree/agree): 80% All 92% ES 65% MS 66% HS</p> <p>Teachers/Staff: School keeps me well-informed about school activities (strongly agree/agree) 90% All 94% ES 90% MS 82% HS</p>	<p>CHKS Survey 2024-2025</p> <p>School encourages me to be an active partner with the school in educating my child. 87% All 95% ES 85% MS 72% HS</p> <p>Parents feel welcome to participate in this school (strongly agree/agree): 84% All 94% ES 57% MS 66% HS</p> <p>Teachers/Staff: School</p>		<p>CHKS Survey Engagement Questions</p> <p>School encourages me to be an active partner with the school in educating my child. 95% All 100% ES 90% MS 90% HS</p> <p>Parents feel welcome to participate in this school (strongly agree/agree) 95% All 100% ES 90% MS 90% HS</p> <p>Teachers/Staff: School keeps me</p>	<p>+/- Change</p> <p>School encourages me to be an active partner with the school in educating my child. +3% All +3% ES +8% MS (-3)% HS</p> <p>Parents feel welcome to participate in this school (strongly agree/agree): +4% All +2% ES (-8)% MS 0% HS</p> <p>Teachers/Staff: School keeps me well-informed</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			keeps me well-informed about school activities (strongly agree/agree) 92% All 97% ES 88% MS 86% HS		well-informed about school activities (strongly agree/agree) 95% All 100% ES 90% MS 90% HS	about school activities (strongly agree/agree) +2% All +3% ES (-2)% MS +4% HS
3.5	YouthTruth Survey Data on diversity, equity, and inclusion	December 2023 Assess families' experiences through the lens of diversity, inclusion, and social justice from Youth Truth: 81% ES Overall experiences (agree/strongly agree/somewhat often/very often)	December 2024 Assess families' experiences through the lens of diversity, inclusion, and social justice from YouthTruth: 81% ES 70% CCMS 70% CCHS (agree/strongly agree/somewhat often/very often)		YouthTruth Survey Questions Families' experiences through the lens of diversity, inclusion, and social justice Overall experiences 95% (agree/strongly agree/somewhat often/very often)	+/- Change 0% ES New baseline CCMS New baseline CCHS (agree/strongly agree/somewhat often/very often)
3.6	CCUSD provided Special Education Program Offerings	New baseline in 2024-2025 2 additional program offerings (example Intensive reading program, DHH program,			5 additional program offerings (example Intensive reading program, DHH program, Positive Behavior Support Program)	+/- Change New baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Positive Behavior Support Program)				
3.7	Employee Assistance for Education (EASE) Participation Rates	11.4% utilization in 2023-2024	7.8% utilization in 2024-2025		Decrease utilization by 10%	+/- Change (-3.6)%
3.8	Family engagement groups and meeting frequency	New baseline in 2024-2025 DO - 10 meetings EM - not reported ER - 17 meetings FR - not reported LB - not reported LH - 23 meetings MS - not reported HS - not reported CP - not reported			Increase participation in Family engagement groups and meeting frequency by 10%	
3.9	Usage regarding Care Solace Services	115 cases in 2023-2024	67 cases in 2024-2025		Increase usage by 30%	+/- Change (-48) cases
3.10	Suspension Data	CA School Dashboard 2022-2023 Baseline: 1.7%: All Students 12.2%: Homeless 3.0%: Socio-economically disadvantaged 16.7%: Foster Youth 1.4% English Learners	CA School Dashboard 2023-2024 1.1%: All Students 10.0%: Homeless 2.0%: Socio-economically disadvantaged n/a Foster Youth		0.5%: All Students 2.2%: Homeless 1.5%: Socio-economically disadvantaged 6.7%: Foster Youth 0.4% English Learners	+/- Change (-.60)%: All Students (-2.0)%: Homeless (-1.0)%: Socio-economically disadvantaged n/a Foster Youth

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		6.4% African Americans 4.2% Students with Disabilities 0.8% Two or more races 0.7% White	1.4% English Learners 3.5% African Americans 2.1% Students with Disabilities 1.1% Two or more races 0.2% White		3.0% African Americans 2.0% Students with Disabilities 0.4% Two or more races 0.3% White	+.10% English Learners (-2.9)% African Americans (-2.1)% Students with Disabilities +0.3% Two or more races (-0.5)% White

Goal Analysis [2024-25]

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

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

CCUSD fully implemented 10 of the 10 identified actions for Goal 3 of the LCAP during the 2024-2025 school year. There were no substantive differences in the planned action and actual implementation.

The goal focused on safe and culturally inclusive learning environments with systems that support positive mental health and social-emotional skills through student, staff, and family engagement.

3.1 Professional Development was based on culturally relevant teaching practices, culturally inclusive curriculum, and implicit bias for educators. (i.e. - culturally relevant teaching practices and/or curriculum Hatching (metric 3.5)

3.2 Counselors created monthly themes and resources that were shared with educators and families. (metric 3.2)

3.3 Schools engaged in restorative practices and Positive Behavior Intervention and Support (PBIS) programming in order to create a safe and socially inclusive and just environment for Foster Youth and homeless students to help them make positive behavior choices. (metric 3.10)

3.4 A range of services were available to support students with IEPs, including speech therapy, counseling, and occupational therapy. Services were tailored to each student's needs, and co-teaching was used in some schools, with adjustments made each year to best support students. (metric 3.6)

3.5 Teachers were trained on inclusive practices to ensure all students, including those with disabilities, can fully participate in learning, build peer connections, and access a variety of classes. This promoted engagement, belonging, and diverse perspectives in the classroom. (metric 3.4 & 3.5)

3.6 Care Solace was offered for concierge mental health support services for English Learners, Foster Youth, homeless and low-income students. This service connected families 24/7 with verified mental health providers and substance abuse programs and resources they need. (metric 3.9)

3.7 Human Resources offered the Employee Assistance for Education (EASE) program to all employees, providing free counseling consultations and referral services to support those experiencing challenges affecting their well-being. (metric 3.7)

3.8 Culturally inclusive opportunities for parent and family feedback and training on the instructional program. Specifically, DELAC was supported with iReady training sessions in Spanish and the positive parenting seminar was well attended with over 200 participants. Additionally, advisory councils for Black Families and other cultural groups meet regularly to collect feedback and promote inclusivity and engagement. (metric 3.8)

3.9 The District's Equity plan is being reviewed. The Equity Advisory Council is examining institutional practices and establishing priorities and actions. (metric 3.5)

3.10 Surveyed the educational community with YouthTruth, California Healthy Kids Survey to determine growth areas within CCUSD. (metric 3.4 & 3.5)

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

There was a material difference between the budgeted expenditures and the estimated actual for Goals 3.1, 3.3, 3.4, 3.5, 3.7, 3.9, 3.10.

For 3.1, CCUSD provided professional development for its teachers and funded it through other grant sources.

For 3.4, CCUSD underbudgeted for the continuum of services for students with an IEP within the LCAP and paid for the underbudgeted services through its Special Education budget.

For 3.3, CCUSD underbudgeted for the MTSS, Restorative Practice, and PBIS programs. The contract with LACOE for these services was more than anticipated.

For 3.5, CCUSD overbudgeted to provide inclusive practices. CCUSD switched consultant specializing in inclusive practices mid-school year to provide more comprehensive support which contributed to the decrease in the expenditures.

For 3.7, CCUSD underbudgeted for the EASE support provide by LACOE.

For 3.9, CCUSD underbudgeted for the DEI personnel to implement the district's DEI Plan.

For 3.10, CCUSD underbudgeted for the surveys for students, parents and employees. The Youthtruth survey cost more than anticipated.

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

Social-Emotional Learning, School-Based Counseling, and School Climate:

Actions 3.1 (Professional Development for Counselors), 3.2 (Counseling Themes), and 3.3 (MTSS, Restorative Practices & PBIS) supported student well-being, campus-wide safety, and inclusion.

Action 3.1 was effective. Evidence of effectiveness includes an increase in participation in counselor professional development from 75% to 87.5% over the course of the year supporting greater alignment with a consistent framework for academic, behavioral and emotional support.

Counselors analyzed California Healthy Kids Survey (CHKS) and YouthTruth data to discuss district trends and set site-specific goals to strengthen Tier 1 and Tier 2 supports. According to CA School Dashboard the overall suspension rate declined from 1.7% in 2022-2023 to 1.1% in 2023-2024. Improvements were observed across multiple student groups. Low-income students suspension rates decreased from 3.0% to 2.0%, students with disabilities from 4.2% to 2.1% and English Learners remained at 1.4%. Foster Youth data was not available for 2023-2024, however the prior year's suspension rate was 16% underscoring the importance of sustained, targeted supports for this student group.

Action 3.2 was established for 2024-2025. All district counselors collaborated to design and implement monthly counseling themes across school sites. This initiative fostered greater coherence in wellness supports and social-emotional learning (SEL) messaging districtwide. Coordinated efforts have established a strong foundation for aligned SEL practices and consistent student support.

Action 3.3 was effective. Schools consistently implemented Positive Behavioral Interventions and Supports (PBIS) and restorative practices as part of their Multi-Tiered System of Support (MTSS). These actions contributed to significant improvements in student safety perceptions as evidenced in the CHKS survey. With the exception of elementary 5th grade (-2%) and Culver Park 11th grade (-8%) all other student groups showed increased positive perceptions regarding safety. Suspension rates declined across most student groups. Importantly, African American student suspensions decreased from 6.4% to 3.5%, and socioeconomically disadvantaged student suspensions dropped from 3.0% to 2.0%. Foster Youth suspension was not reported in 2023-2024 due to less than 11 students in the cohort. According to AERIES the number of suspensions overall has decreased from 224 in 2023-24 to 116 in 2024-25 as of May 30, 2025.

Inclusive Practices and Family Engagement for Students with Disabilities:

Actions 3.4 and 3.5 were partially effective. According to the CHKS survey (metric 3.4) parents reporting that the school encourages parents to be active partners increased from 84% to 87% overall, with middle school showing notable growth (from 77% to 85%). The percentage of families who felt welcome at school increased from 80% to 84%. High school remained stable at 66%. In 2024-2025, 81% of elementary families and 70% of both CCMS and CCHS families agreed that their experiences reflected diversity, inclusion, and social justice.

Inclusion and Mental Health Supports:

Action 3.6 was partially effective: Usage of Care Solace mental health support services declined from 115 cases in 2023–24 to 67 cases in 2024–25, despite the district goal of increased access. This 48-case drop indicated a need for greater outreach and awareness to ensure students and families are aware of and can utilize available mental health resources. Suspension rates declined across several student groups from 2022-2023 to 2023-2024. Low income students suspension rates decreased from 3.0% to 2.0%, and homeless students dropped from 12.2% to 10.0%. English Learners remained at 1.4%. Chronic absenteeism data reflects positive trends. English Learners improved from 13.6% to 8.4%. Low-income students decreased chronic absenteeism from 21.0% to 16.8%. Homeless students saw an increase in chronic absenteeism from 35.1% to 45.5%. Foster Youth suspension rate was 16.7% in 2022-2023 according to CA School Dashboard. No data was reported in 2023-2024 due to fewer than 11 students in the cohort.

Action 3.7 was less effective. Employee utilization of EASE services declined from 11.4% to 7.8%. Although the services remained available, this decrease suggests a need for stronger promotion and clearer communication about the types of support staff can access. A review of potential barriers to use, along with a survey of user satisfaction, may help inform strategies to improve engagement

Culturally Inclusive Family Engagement and Equity Infrastructure:

Actions 3.8 (Safe and Culturally Inclusive Learning Environments), 3.9 (Support for Diversity, Equity, and Inclusion), and 3.10 (Survey Students, Parents, and Employees) were implemented to ensure that school communities reflect and respond to the diverse identities of students and families.

Action 3.8 was partially effective. While family affinity groups—such as the Black Family Council, AAPI, Hispanic/Latinx, and LGBTQIA+—remained active, not all school sites responded to the district’s inquiry regarding culturally inclusive opportunities for engagement. This limited the ability to determine whether these opportunities were equitably provided across all campuses. However, parent perception data from the California Healthy Kids Survey (CHKS) showed improvement: 95% of parents reported feeling welcome at school and encouraged to be active partners in their child’s education, up from 80% and 84% respectively in the prior year. These positive perception gains suggest a districtwide shift toward greater inclusivity, though site-level implementation needs more consistent tracking.

Action 3.9 was effective. The implementation of the Equity, Social Justice, and Inclusion Plan, guided by the Equity Advisory Council, contributed to improved student and family experiences as measured by the YouthTruth survey. In 2024–25, 95% of families overall reported positive experiences related to diversity, inclusion, and social justice. This reflects a significant gain from the previous year’s baselines of 81% at the elementary level and 70% at the secondary level. These outcomes indicated that CCUSD’s overall efforts have been effective in strengthening inclusive school cultures.

Action 3.10 was partially effective. CCUSD administered YouthTruth and CHKS surveys multiple times during the year, and results showed notable improvements in student, staff, and family perceptions of school climate and safety. Student perceptions of safety increased across secondary grades, 7th (+5%), 9th (+17%), and 11th graders. Parent perceptions that school was a safe place increased from 73% to 85%. Staff perceptions of care for students rose to 1% overall with Culver City Middle School increasing by +7% and Culver City High School by +3%. There was a decrease in the perception that adults care at school at Culver Park High School. It should be noted that CPHS has a smaller cohort of students. In addition, suspension rates declined for most student groups, including a 2.9 percentage point decrease for African American students and 2.1 percentage point decrease for students with disabilities. These results confirm the impact of districtwide restorative and culturally responsive practices on improving school climate based on response rate and the specific questions highlighted in the metrics.

District wide student overall response rates, specifically on the YouthTruth survey, were high (84%), supporting reliable interpretations of school climate and engagement trends from students perspectives. Staff response data was also high at between 64% and 84%. However, family response rates were low, averaging just 18%. Some schools such as Linwood E. Howe Elementary, demonstrated 80% family response rate and 98% student response rate. La Ballona was the second most engaged elementary school with a 64% family response rate. In contrast, other sites struggled with low participation. El Marino Elementary reported the lowest family response rate at 5%, followed by Culver City Middle school with only 8%. This suggests that additional outreach and engagement strategies are needed to ensure the data reflects the full community. Expanding efforts such as multilingual outreach, personal invitations, and incentives may help improve both data quality and the effectiveness of LCAP actions.

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.

Metric 3.2: Discontinued due to narrow scope and redundancy. Counselors participation in broader counseling professional development is addressed in metric 3.1

Metric 3.6: Added additional description to baseline to explain data

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Professional Development	Professional Development is based on culturally relevant teaching practices, culturally inclusive curriculum, and implicit bias for educators. (i.e. - culturally relevant teaching practices and or curriculum Hatching Results, trainings to support CCUSD's English Learners and low-income student groups). (*see metric 3.5)	\$30,000.00	Yes
3.2	Counseling	Monthly counselor themes and resources for elementary and secondary levels. (*see metric 3.2)	\$6,498.00	No
3.3	MTSS, Restorative Practices & PBIS	Schools will continue to engage in restorative practices and Positive Behavior Intervention and Support (PBIS) programming in order to create a safe and socially inclusive and just environment for Foster Youth and homeless students to help them make positive behavior choices. (*see metric 3.10)	\$29,500.00	Yes
3.4	Continuum of Services (i.e Counseling)	Students with IEPs are provided a continuum of services based on their needs. CCUSD provides the full range of related services including but not limited to speech and language services, occupational and physical therapy, orientation and mobility services, DHH services, counseling, ERICS counseling, mental health counseling, and nursing services. Programs are based on Individualized Education Plans. CCUSD has implemented co-teaching at a number of schools; however, each year adjustments are made to meet student needs. (*see metric 3.6)	\$3,278,719.00	No

Action #	Title	Description	Total Funds	Contributing
3.5	Access	Continue to provide trainings for teachers on inclusive practices so that all students, including students with disabilities, can access the curriculum, make peer connections, and have access to a breadth of classes that meet their needs and interests. This will result in supporting engagement and belonging, while providing diverse perspectives for all students. (*see metrics: 3.4 and 3.5)	\$29,453.00	No
3.6	Mental Health Support	Care Solace for concierge mental health support services for English Learners, Foster Youth, homeless and low-income students. This service connects families 24/7 with verified mental health providers and substance abuse programs and resources they need. (*see metric 3.9)	\$17,293.00	Yes
3.7	Employee Assistance for Education (EASE)	Employee Assistance for Education (EASE) will be provided by Human Resources to all employees, which provides a free consultation for counseling or referral services to all employees who are dealing with issues that are impacting their well-being. (*see metric 3.7)	\$10,800.00	No
3.8	Safe and Culturally Inclusive Learning Environments	Establish culturally inclusive opportunities for feedback and parent/family training (like PIQE or others) on the instructional program to promote a culturally inclusive environment (i.e. Equity Advisory Council, Black Family Council, LGBTQIA Plus, Hispanic/Latinx Family Council, AAPI, and other culturally-based groups as needed) by developing a family outreach plan (*see metric 3.8)	\$38,000.00	No
3.9	Support for Diversity, Equity and Inclusion	CCUSD will implement the District's Equity, Social Justice and Inclusion Plan and work with all departments and the Equity Advisory Council in examining institutional practices and establishing priorities and actions. Support services will be provided focusing on Diversity, Equity and Inclusion (DEI). (*see metric 3.5)	\$50,000.00	No

Action #	Title	Description	Total Funds	Contributing
3.10	Survey students, parents, employees	Implement an educational community survey (i.e. YouthTruth, California Healthy Kids Survey) to determine growth areas within CCUSD. (*see metrics 3.4 & 3.5)	\$10,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Provide students with personalized learning pathways encompassing leadership, career, technical, artistic and athletic disciplines while facilitating accelerated growth through diverse educational opportunities. (Enrichment and Personalized Learning)	Broad 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.

Personalized learning and enrichment opportunities provide students with connections to focus on what they want to learn, thus creating a personal investment for the student. CCUSD plans to provide personalized learning and enrichment opportunities so students diversify their learning and have the opportunities to focus on personal growth areas. Focusing on the whole child, personalized learning pathways may include leadership opportunities, career exploration/preparation, technical experiences, exposure to the arts and or participation in athletics to complete the learning journey.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Club Participation in middle school and high school	New baseline in 2024-2025 200 participants CCMS 1306 participants CCHS			10% increase number of students signing up for clubs due to interest per year (not daily attendance)	+/- Change New baseline
4.2	AVID Enrollment at CCMS and CCHS	2023-2024	2024-2025		10% increase number of students signing	+/- Change +72% CCMS

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		CCMS Overall 25 students CCHS: Overall 75 students	CCMS Overall 43 students CCHS: Overall 87 students		up for AVID due to interest	+16%: CCHS
4.3	Universal Design for Learning (UDL) offerings for staff	New baseline 2024-2025 8 Universal Design for Learning (UDL) PD offerings			10% increase in Universal Design professional learning opportunities per year.	
4.4	Course requests measuring CTE offerings	New baseline 2024-2025 273 CTE course requests			10% increase in course requests for CTE courses	
4.5	Number of AP courses taken	1836 AP Course taken in 2023-2024	2132 AP Course taken in 2024-2025		2203 AP courses taken	+/- Change +296 AP Courses taken
4.6	CA School Dashboard College and Career Indicators	CA School Dashboard - Prepared Level (Status Placement) 2022-2023 62.5% Overall 15.2% Students with disabilities 44.4% African American 54.0% Hispanic	CA School Dashboard Prepared Level (Status Placement) 2023-2024 62.8% Overall 18.7% Students with disabilities		CA School Dashboard - Prepared Level (Status Placement) 45.2% Students with disabilities 75.0% African American 75.0% Hispanic	+/- Change +0.3% Overall +3.5% Students with disabilities +4.2% African American (-1.6) Hispanic (-3.8) Low income

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		52.8% Low income 25.0% English Learners 27.3% Homeless	48.6% African/American 52.4% Hispanic 49.0% Low income 30.8% English Learners 30.0% LTEL 30.0% Homeless		75.0% Low income 70.0% English Learners 65.0% Homeless	+5.8% English Learners +2.7% Homeless New baseline LTEL
4.7	A-G Enrollment	Data Quest 2022-2023 72% of All Students met A-G requirements	Data Quest 2023-2024 65% of All Students met A-G requirements		Data Quest 98% of All Students will meet A-G requirements	+/- Change (-7%) students meeting A-G requirements
4.8	CTE Pathway Completion	CA School Dashboard 2022-2023 36% of all students completed a CTE pathway	CA School Dashboard 2023-2024 27.5% of all students completed a CTE pathway		CA School Dashboard 45% of All Students Completed	+/-Change (-8.5%) of all students completed a CTE pathway
4.9	AP Exams with a score of 3 or higher	Data Quest 2023 55% of All Students who took an AP test	Data Quest 2024 61% of all students who took an AP test		75% of All Students who took an AP test	+/- Change +6% students who took an AP test

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

Goal Analysis [2024-25]

An analysis of how this goal was carried out in the previous year.
A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

CCUSD fully implemented 4 of the 4 identified actions for Goal 4 of the LCAP during the 2024-2025 school year. There were no substantive differences in the planned action and actual implementation. The goal focused on providing students with personalized learning pathways encompassing leadership, career, technical, artistic and athletic disciplines while facilitating accelerated growth through diverse educational opportunities.

4.1 AVID elective courses were offered to students in grades 6-12 to help them prepare for college and careers, especially English Learners. AVID supports students with high potential by teaching study skills, organization, and college readiness. This action also includes AVID coordinators and teacher training. (metric 4.2, 4.6)

4.2 Students were equipped with the tools and opportunities to participate in extracurricular school activities and or become engaged citizens through civic learning opportunities. Student engagement activities included extracurricular activities. (metric 4.1)

4.3 Teachers were trained in Universal Design for Learning and support them with inclusion facilitators to create flexible lessons. This ensures students, including those with special needs, can demonstrate their learning in different ways through meaningful activities. (metric 4.3)

4.4 Career Technical Education will grow to meet student course requests which has expanded to Child Development this school year. (metric 4.4, 4.8)

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

There was a material difference between the budgeted expenditures and the estimated actual for Goals 4.1, 4.2, 4.3, 4.4.

For 4.1, CCUSD underbudgeted for the costs of the AVID program including teachers, tutors and program costs. There were higher costs for teachers than anticipated.

For 4.2, CCUSD underbudgeted for the needs of supporting students through student activities. There were higher costs for personnel to support activities than expected.

For 4.3, CCUSD underbudgeted for the salaries of its Inclusion Facilitators.

For 4.4, CCUSD underbudgeted for the cost of its CTE program including personnel and program costs. CCUSD increased its CTE offerings during the 2024-25 school year which increased program expenses.

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

Advancing College and Career Readiness Through Inclusive Academic and Civic Opportunities

Action 4.1 (Increase Access to AVID and College/Career Engagement Opportunities for English Learners) was effective. Evidence of its success includes a substantial increase in AVID enrollment at both the middle and high school levels. At CCMS, enrollment grew from 25 students in 2023–24 to 43 students in 2024–25—a 72% increase. At CCHS, enrollment rose from 75 to 87 students (+16%). Both figures exceed the district’s goal of a 10% annual increase and demonstrate growing student interest in AVID programming. On the CA School Dashboard, the “Prepared” status on the College and Career Indicator also improved for several student groups. Significantly, English Learners increased from 25.0% to 30.8% (+5.8%), and African American students improved from 44.4% to 48.6% (+4.2%). However, Low-income (–3.8%) and Hispanic (–1.6%) students saw slight decreases, highlighting the need for more targeted supports to ensure all subgroups benefit equally from college readiness efforts.

Action 4.2 (Student Activities and Civic Engagement) was partially effective. The district established a baseline for club participation at the middle and high school levels (metric 4.1), with 200 students at CCMS and 1,306 at CCHS. These figures reflect strong engagement at the high school level and a promising foundation at the middle school, with room to grow civic engagement opportunities for both elementary and middle school students. CCMS does have an outstanding WEB leaders and AVID program that participate in civic engagement opportunities.

Action 4.3 (Inclusion Facilitators and UDL Professional Development) was newly implemented and established a baseline for metric 4.3; therefore, it cannot yet be evaluated for effectiveness. However, the majority of responses to UDL professional development opportunities are positive. The district expanded Universal Design for Learning (UDL)-aligned professional development opportunities (metric 4.3), supporting inclusive practices across grade levels. There is a strong districtwide commitment to inclusive instruction. UDL strategies have been embedded across multiple LCAP goals, making this action a cornerstone of CCUSD’s broader equity work.

Action 4.4 (Career Technical Education) was partially effective. The district is still evaluating whether current CTE offerings align with student interest and labor market needs (metric 4.4), but related outcome data showed areas for improvement. CTE pathway completion fell from 36% in 2022–23 to 27.5% in 2023–24 (metric 4.8). A–G completion declined from 72% to 70% (Metric 4.7). A slight decline in A–G completion rates is due to a CALPADS coding error. There is a need to examine the alignment of college and career pathways with student goals and the degree to which those pathways are accessible. On a promising note, AP exam success improved, with the percentage of students earning scores of 3 or higher rising from 55% to 61% (metric 4.9), reflecting growth in rigorous academic preparation.

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

Action 4.1: Updated to include additional opportunities for enrichment
Metric 4.1: New baseline for club participation
Metric 4.3: New baseline UDL professional development opportunities
Metric 4.4: New baseline CTE course requests

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Increase Access to AVID Secondary Electives and Elementary College and Career Engagement Opportunities for English Learners	Provide AVID (Advancement via Individual Determination) elective courses in Grades 6-12 to increase access to post-secondary education and careers for English Learner students. AVID is an "untracking" program designed to help underachieving students with high academic potential prepare for entrance to colleges and universities. This action includes AVID Coordinators (middle and high school), professional development GATE field trips and college and career student-focused enrichment activities. (*see metric 4.2; 4.6)	\$268,207.00	Yes
4.2	Student Activities	Equip students with the tools and opportunities to participate in extracurricular school activities and or become engaged citizens through civic learning opportunities. Student engagement activities may include involvement in extracurricular activities, participation in focus groups or town halls, and or civic action projects. (*see metric 4.1)	\$35,000.00	No
4.3	Inclusion Facilitators	Educators will provide multiple ways students can demonstrate their learning through providing teachers training in Universal Design for Learning, and utilizing our inclusion facilitators to assist teachers in developing curriculum. Robust lesson planning will be evident in instruction for students with special needs. Students will engage in meaningful	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
		activities that meet their unique needs and learning modalities. (*see metric 4.3)		
4.4	Career Technical Education	Career Technical Education will grow to meet student course requests. (*see metric 4.4)	\$2,100,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	English Language Learners (ELLs) will achieve comprehensive language proficiency and academic success as measured by: increasing English language proficiency by at least one ELP level; improving in English proficiency by 20% on local and state assessments. Additionally, multilingualism and multiculturalism will be promoted through dual language and English Learner Programs fostering comprehensive language development and academic success. (English Learners and Multilingualism)	Focus Goal

State Priorities addressed by this goal.

Priority 2: State Standards (Conditions of Learning) Priority 4: Pupil Achievement (Pupil Outcomes)
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An explanation of why the LEA has developed this goal.

As the 4th most diverse school district in California (www.niche.com, 2024), CCUSD has English Learners who need to increase their English language skills to increase their academic success. CCUSD set the bar for English Learners to progress at least one English Learner proficiency level per year so as to become fluent English speakers. The CCUSD Board of Education passed a resolution regarding Multilingualism (April, 2024). Culver City Unified School District upholds that multilingualism reflects the diverse linguistic backgrounds of students within the district. Acknowledging and valuing this diversity promotes a sense of belonging and inclusivity among students, families, and staff members, which includes all native languages and cultural backgrounds. By affirming the importance of multilingualism, Culver City Unified School District ensures that students who speak languages other than English receive equitable access to educational opportunities. It signals a commitment to providing resources and support for English Language Learners (ELLs) and students from linguistically diverse backgrounds to achieve academic success.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	Reclassification rates through progress monitoring in Ellevation	2022-2023 14% reclassification of all English learners to English proficient	2023-2024 15% reclassification of all English learners to English proficient		25% reclassification of English learners to English proficient 25% reclassification of	+/- Change 1% English learners reclassified to English proficient

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		12% of those who reclassified to English proficient were English learners with disabilities	19% of those who reclassified to English proficient were English learners with disabilities		English learners who are SWD to English proficient	7% English learners SWD reclassified to English proficient
5.2	Progress toward English language proficiency on CA School Dashboard	47.2% making progress toward English language proficiency (CA School Dashboard; 2023)	43.5% making progress toward English language proficiency (CA School Dashboard; 2024)		68% making progress toward English language proficiency on the CA School Dashboard	+/- Change (-3.7)% students making progress toward English language proficiency
5.3	Seal of Biliteracy Participation	<p>Graduates earning a Seal of Biliteracy (Dataquest) 2022-2023</p> <p>33.3% of all students received Seal of Biliteracy</p> <p>14.3% of English language learners earned Seal of Biliteracy</p>	<p>Graduates earning a Seal of Biliteracy (Dataquest) 2023-2024</p> <p>30.5% of all students received Seal of Biliteracy</p> <p>23.5% of English language learners earned Seal of Biliteracy</p>		<p>50% of all students earn a Seal of Biliteracy</p> <p>35.0% of English language learners receiving Seal of Biliteracy</p>	<p>+/- Change (-2.8)% of all students received Seal of Biliteracy</p> <p>9.2% of English language learners earned Seal of Biliteracy</p>
5.4	5th and 8th Grade Pathway to Biliteracy Award	<p>2023-2024</p> <p>English language learners receive Pathway to Biliteracy 20% - 5th grade</p>	<p>2024-2025</p> <p>English language learners receive Pathway to Biliteracy</p>		50% of English language learners receiving of Pathway to Biliteracy Award in	<p>+/- Change (-16.2%) - 5th Grade</p> <p>(-8.6%) - 8th Grade</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		8.6% - 8th grade	3.8% - 5th Grade 0.0% - 8th Grade		5th grade and 8th grade	
5.5	Number of Participants attending ELD Site chair led trainings	New baseline data 2024-2025 3 out of 9 schools reported participants attending site chair led training			100% participation in ELD site chair led training	
5.6	English Learner Proficiency Assessment California (ELPAC)	ELPAC Summative Assessment 2022-2023 22.53% Proficient Level	ELPAC Summative Assessment 2023-2024 16.09% Proficient Level		ELPAC Summative Assessment 40% proficient level	+/- Change (-6.44)% Proficient Level
5.7	Percentage of students attending before and after school additional opportunities to learn.	not measured in 2023-2024	not measured in 2024-2025		80% of English Language Learner students attending	
5.8	Chronic Absenteeism rate for English language learners	CA School Dashboard - Chronic Absenteeism 2022-2023 19.3% English language learners	CA School Dashboard - Chronic Absenteeism 2023-2024		CA School Dashboard - Chronic Absenteeism 5.0% English language learners	+/- Change (-5.7)% English language learners

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>experiencing chronic absenteeism</p> <p>CA School Dashboard - Chronic absenteeism 2023-2024</p> <p>12.2% LTEL experiencing chronic absenteeism.</p>	13.6% English language learners		experiencing chronic absenteeism	New baseline - LTEL
5.9	ELPAC Test Completion Rate	<p>CA School Dashboard 2022-2023</p> <p>97.3% completion summative ELPAC English language learners</p>	<p>CA School Dashboard 2023-2024</p> <p>99.2% completion summative ELPAC English language learners</p>		<p>CA School Dashboard</p> <p>100% completion summative ELPAC English language</p>	<p>+/- Change</p> <p>+1.9% completion summative ELPAC English language learners</p>
5.10	English Learners CA School Dashboard	<p>CA School Dashboard ELA, Math Distance from Standard CA School Dashboard 2023</p> <p>ELA (-32.9 English Learners)</p> <p>Math (-61.9 English Learners)</p> <p>CA School Dashboard ELA, Math Distance from Standard 2024</p>	<p>CA School Dashboard ELA, Math Distance from Standard CA School Dashboard 2024</p> <p>ELA (-43.9) English Learners</p> <p>Math (-61.9) English Learners</p>		<p>ELA (-10) English Learners (-15) LTELs</p> <p>Math (- 40) English Learners (-100) LTELs</p>	<p>+/- Change</p> <p>ELA (-43.9) English Learners New baseline LTEL</p> <p>Math (-61.9) English Learners New baseline LTEL</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		ELA (-86.9) LTEL Math (-150.8) LTEL				
5.11	Attendance Rate for English Learners	CALPADS 23-24 93.9% - Overall 93.3% - English Learners	CALPADS 24-25 95.1% - Overall 94.6% - English Learners		100% - Overall 100% - English Learners	+/- Change + 1.2% - Overall + 1.3% - English Learners
5.12	Interim ELPAC Test Completion Rate	New baseline in 2024-2025 22.1% of elementary completed an Interim ELPAC Test 1.5% of secondary completed an Interim ELPAC Test			100% - English Learners	+/- Change New baseline

Goal Analysis [2024-25]

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

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

CCUSD implemented 6 of the 8 identified actions for Goal 5 in full during the 2024-2025 school year, and partially implemented 2, and did not implement the remaining 2.

The goal focused on English Language Learners (ELLs) achieving comprehensive language proficiency and academic success as measured by: increasing English language proficiency by at least one ELP level; improving in English proficiency by 20% on local and state assessments. Additionally, biliteracy and bilingualism was promoted through dual language and English Learner Programs fostering comprehensive language development and academic success.

5.1 was fully implemented. Progress toward reclassification was monitored by using Interim ELPAC assessments to inform and guide instruction and support student learning specifically language acquisition. Use Ellevation to monitor English Learner and LTEL progress and support data driven conversations and communication with parents during target conferences and to support Reclassification which will be recognized at site ELAC meetings and twice annually at the District level. (metric 5.1, 5.6, 5.9 & 5.12)

Action 5.2 was fully implemented. Although the Dual Language Immersion TOSA position was not yet filled, members of the Educational Services team carried out the work of the Pathway to Biliteracy Program and the Seal of Biliteracy by attending parent and family meetings and visiting classrooms to encourage English Learner participation. work of the Pathway to Biliteracy Program and the Seal of Biliteracy through parent and family meetings and classroom visits to encourage participation of English Learners. Although this position was not yet filled, the work continued with other Ed Services team members continuing the work. (metric 5.3, 5.4)

5.3 was fully implemented. ELD TOSA supported and provided ELD Site Chairs with professional development and training based on research-based best practices for designated and integrated English Language Development. They will also assist in implementing language acquisition programs to enhance English language skills for English Learners and LTELs. (metric 5.5, 5.10)

5.4 was fully implemented. Ellevation was used district-wide so that school sites monitor the language and academic progress of Students with Disabilities (SWD) also identified as English Learners using ELPAC, Alternative ELPAC and/or Alternative Reclassification Criteria. The data was used to reclassify eligible students. The English Learner Master plan was passed by DELAC which realigned reclassification procedures for English Learners and Students with disabilities also identified as English Learners. (metric 5.1)

5.5 This action was fully implemented. In the absence of a dedicated community liaison, school site administrators and support staff assumed related responsibilities to maintain family engagement and attendance outreach. (metric 5.1, 5.8, 5.11)

5.6 This action was partially implemented. Supplemental curriculum and materials was provided to enhance language acquisition and support for English Language Learners in the Dual Language Immersion programs (Spanish and Japanese). Dual Language Immersion Program TOSA was not hired in 2024-2025. (metric 5.1, 5.10)

5.7 This action was fully implemented. Hands-on, supplemental learning opportunities for TK-5 English Learners, Foster Youth and low-income students through a language rich Science, Technology, Engineering, Arts, Mathematics (STEAM) model that expanded language rehearsal (opportunities to speak) through engaging, project-based learning opportunities that are aligned with the Next Generation Science Standards (NGSS). (metric 5.10)

5.8 This action was partially implemented. Provided enrichment, tutoring and additional programming for English Learners to expand skills, have mentoring, and coaching. Additional programming for newcomers in the elementary level is needed. (metrics 5.7, 5.10)

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

There was a material difference between the budgeted expenditures and the estimated actual for Goals 5.1, 5.2, 5.3, 5.6, 5.7, 5.8.

For 5.1, CCUSD overbudgeted for the costs of progress monitoring as the cost of some interim assessments were covered under another goal.

For 5.2, CCUSD did not hire a TOSA for Dual languages resulting in not having as many expenditures.

For 5.3, CCUSD underbudgeted for the ELD Specialist, Site Chairs and support staff. Staffing costs were higher than anticipated.

For 5.5, CCUSD did not hire community liaisons in 2024-25.

For 5.6, CCUSD overbudgeted for the cost of supplemental English Learner Support in dual language immersion though provided the services. As the TOSA, Dual Language position was vacant this year, the programs did not incur as many costs. Additionally, some supplemental resources were paid through donations.

For 5.7, CCUSD underbudgeted for the Science TOSA and STEAM lab teachers. The teachers who filled these positions were in the higher salary bracket

For 5.8, CCUSD overbudgeted for tutoring. Staffing costs were lower than expected.

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

English Learner Progress Monitoring and Reclassification

Actions 5.1 and 5.4 were partially effective. These actions focused on strengthening progress monitoring and reclassification processes for English Learners, including students with disabilities. The district implemented tools such as Ellevation and Interim ELPAC to guide instruction, inform parents of student progress, and support data-driven reclassification efforts. According to metric 5.1, the overall reclassification rate increased from 14% in 2022–2023 to 15% in 2023–2024. Of particular note, the percentage of English Learners with disabilities who reclassified rose from 12% to 19%, indicating improved support for this student group. However, the percentage of students achieving proficiency on the Summative ELPAC declined from 22.53% to 16.09% (metric 5.6), suggesting a need to further align instruction with ELPAC expectations. Completion rates for the Summative ELPAC remained high, increasing from 97.3% to 99.2% (metric 5.9), reflecting strong systems for test administration. Metric 5.12 established a new baseline for Interim ELPAC implementation in 2024–2025, with 22.1% of elementary students and only 1.5% of secondary students completing the formative assessment. While this provides a starting point for tracking usage, additional systems development and educator support are needed to expand implementation.

Instructional Leadership and Educator Capacity

Actions 5.3 (ELD Site Chairs) and 5.6 (Dual Language Immersion Support) were partially effective in strengthening educator capacity to deliver designated and integrated ELD. ELD Site Chairs provided support to classroom teachers through professional development focused on Ellevation tools and the use of integrated and designated ELD strategies. While only 3 out of 9 schools formally reported participation in ELD Chair-led training (metric 5.5), this likely reflects inconsistent reporting protocols rather than a lack of implementation. A more consistent reporting structure is needed to fully capture the reach and impact of this action.

According to CA School Dashboard data (metric 5.10), English Learners' academic performance declined in ELA, with Distance from Standard decreasing from -32.9 to -43.9, and remained flat in math at -61.9. Long-term English Learners showed even greater needs, with -86.9 in ELA and -150.8 in math. These outcomes point to the urgency of sustained support and professional development focused on high-impact instruction for English Learners.

Action 5.6 (Dual Language Immersion Support) was partially effective. Supplemental curriculum and materials were provided to support English Learners in Spanish and Japanese Dual Language Immersion programs. The Japanese Immersion Program educators requested more support for resources during the 2024-2025 school year. The district-level Dual Language Immersion TOSA was not hired during the 2024-2025 school year. The Dual Language TOSA job duties included implementing consistent multi-literacy instruction frameworks,

including curriculum mapping and program alignment (TK–8) as outlined in the EL Master Plan. According to metric 5.1, the district saw a slight increase in the overall reclassification rate from 14% to 15%, and among English Learners with disabilities from 12% to 19%. As noted earlier, metric 5.10 (CA School Dashboard) continues to reflect significant academic needs: English Learners scored 43.9 points below standard in ELA and 61.9 points below in Math, while Long-Term English Learners (LTELs) scored even lower, with baseline results of –86.9 in ELA and –150.8 in Math. These results suggest that while foundational supports were provided, the addition of a dedicated TOSA could accelerate progress by expanding instructional coherence.

Extended Enrichment Learning Opportunities

Actions 5.7 (STEAM Enrichment for English Learners) and 5.8 (Tutoring and Mentoring for English Learners) were partially effective. Both actions expanded access to hands-on, language-rich experiences beyond the school day, however, current data limits the ability to fully evaluate their impact. Metric 5.10 indicates that English Learners continue to perform significantly below standard, with –43.9 points in ELA and –61.9 in math on the 2024 CA School Dashboard. Long-Term English Learners (LTELs), for whom baseline data was established this year, demonstrated even greater academic need, as stated above, scoring –86.9 in ELA and –150.8 in math. Low-income students improved slightly in math (+1.9) but declined in ELA (–1.8). Homeless students showed improvement in math (+6.8) and maintained in ELA (+0.2). Data for Foster Youth were not reported in either year due to a student count of fewer than 11, in accordance with privacy. These persistent performance gaps underscore the importance of extended learning opportunities as a means of building language proficiency and content mastery. However, metric 5.7, which tracks participation in additional learning opportunities, was not disaggregated by English Learner status, making it difficult to assess the reach and direct impact of the tutoring efforts.

Multiliteracy Pathways

Action 5.2 (Seal of Biliteracy and Pathway to Biliteracy Recognition) was moderately effective. According to metric 5.3, the percentage of English Learners earning the Seal of Biliteracy increased from 14.3% in 2022–2023 to 23.5% in 2023–2024, a nearly 10-point gain that suggests improved access and recognition for multilingual achievement. While the overall percentage of graduates earning the Seal of Biliteracy slightly declined from 33.3% to 30.5%, the upward trend for English Learners is a promising indicator of progress toward equity in biliteracy and multi-literacy attainment. A new baseline was established in 2024–2025 for the Pathway to Biliteracy, with 20% of 5th-grade English Learners and 8.6% of 8th-grade English Learners receiving this early recognition (metric 5.4). These metrics indicate growing awareness and participation in biliteracy pathways, though full implementation would be enhanced by hiring a Dual Language Immersion TOSA.

Support for English Learners and Families

Action 5.5 (Community Liaison) was partially effective. Although the designated community liaison position was not filled, school site administrators and other personnel assumed the responsibilities associated with this role, including support for reclassification readiness and outreach to English Learner families. Evidence of partial effectiveness includes a slight increase in the overall reclassification rate from 14% in 2022–2023 to 15% in 2023–2024 (metric 5.1), and a notable increase in reclassification among English Learners with disabilities from 12% to 19%. Chronic absenteeism for English Learners also improved, decreasing from 19.3% to 13.6% (metric 5.8). However, academic performance declined significantly for English Learners in ELA, with the Distance from Standard dropping from –32.9 to –43.9 (metric 5.10),

and performance for Long-Term English Learners remained well below standard in both ELA (–86.9) and Math (–150.8). These results suggest that a dedicated liaison may help with the depth and consistency of progress monitoring and family engagement.

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

Action 5.3: Updated to remove CCUSD ELD TOSA
 Metric 5.4: 2024-2025 data will be updated LCAP mid-year report
 Metric 5.5: New baseline data
 Metric 5.8: New baseline data for LTEL.
 Metric 5.10: Updated title from CAASPP to CA School Dashboard. New baseline for LTELs. Metric added target for LTELs.
 Metric 5.12: New baseline data; disaggregated by level

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

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	Progress Monitoring, Reclassification using Ellevation, Interim ELPAC	Use Ellevation and Interim ELPAC assessment for continuous monitoring of students of English Learners and use data as a communication tool in collaboration with parents/guardians/families for targeted conferences and progress monitoring. Reclassifications will be recognized at ELAC meetings and twice annually at the district level. The interim ELPAC will monitor English Language acquisition levels for English Learners and Long-term English Learners (LTELs). Educators (teachers and staff) will work on how to use the interim ELPAC data to reteach. The interim ELPAC will monitor and support instruction and implementation of language acquisition programs for English learners and LTELs. (*see metrics 5.1, 5.9 & 5.12)	\$14,600.00	Yes
5.2	Seal of Biliteracy and Pathway to Biliteracy	CCUSD's Dual Language Immersion TOSA will attend parent and family meetings and classrooms to encourage participation of English Learners in the Pathway to Biliteracy Program and the Seal of Biliteracy per AB 370. (*see metric 5.3 and 5.4)	\$153,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
5.3	ELD Site Chairs and Bilingual Instructional Aides	ELD Site Chairs will provide research-based best practices professional development for designated and integrated English Language Development (ELD) and support in implementing language acquisition program to increase English language skills for English Learners and LTELs. ELD Site chairs and subject area teachers will be supported with bilingual Instructional Assistants who will assist students in their progress towards English proficiency and learning the Essential Standards. (*see metrics 5.5, 5.10)	\$50,588.00	Yes
5.4	Reclassification and Assessment of SWD	School sites will monitor the linguistic and academic progress of students with disabilities (SWD) who are also English Learners in Ellevation using ELPAC, Alternate ELPAC or Alternative Reclassification criteria throughout the year in order to increase their Reclassification rate. (*see metric 5.1)	\$27,000.00	No
5.5	Community Liaison	In order to increase the participation levels of the English Learner Community, a part time community liaison will be added to each school site. The community liaison will also assist with attendance as identified under Goal 6. (*see metrics 5.1, 5.8, 5.11)	\$250,000.00	Yes
5.6	Supplemental English Learner support in Dual Language Immersion Program for English language acquisition	Supplemental curriculum and materials to enhance the language acquisition program and support for English Language Learners in Dual Language Immersion (i.e. Spanish and Japanese). In order to support the EL Masterplan and provide support for English Language Learners in Dual Language support of a district Dual Language Immersion TOSA will assist multi-literacy efforts for curriculum mapping and program alignment TK-8. (*see metrics 5.1 and 5.10)	\$50,000.00	Yes
5.7	Science Technology, Engineering, Arts, and Mathematical	Provide hands-on, supplemental learning opportunities for TK-5 English Learners, Foster Youth and low-income students through a language rich STEAM model that expands language rehearsal (opportunities to speak) through engaging, project-based learning opportunities that are aligned	\$826,788.00	Yes

Action #	Title	Description	Total Funds	Contributing
	Pre-pathway (STEAM)	with the Next Generation Science Standards (NGSS). This goal is supported by lab teachers and a CCUSD Arts Coordinator. (*see metric 5.10)		
5.8	Tutoring	Provide enrichment, tutoring and additional programming for English Learners to expand skills, have mentoring, and coaching. (*see metrics 5.7, 5.10)	\$12,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
6	Reduce the chronic absenteeism and suspension rates as reflected in state and local indicators for students experiencing homelessness, foster youth and low income students by providing comprehensive support services for addressing their academic, social-emotional and basic needs. (Attendance and Discipline)	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)
 Priority 7: Course Access (Conditions of Learning)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Students' achievement rates increase when they regularly attend school. Many students, though specifically CCUSD's English Learners, Foster Youth, and low-income students, may need comprehensive support services to increase their engagement in school which will have a positive impact upon their school attendance, discipline matters and ultimately their academics. CCUSD will focus on providing support services for students in need to address their academic, social-emotional and basic needs. As needs differ from student to student so will the targeted services for students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
6.1	Chronic Absenteeism from the CA Dashboard	CA School Dashboard Chronic Absenteeism (K-8) 2022-2023 14.2% All Students 35.1% Homeless	CA School Dashboard Chronic Absenteeism (K-8) 2022-2023 10.1% All Students 45.5% Homeless		Chronic Absenteeism (K-8) 4.2% All Students 5.0% Homeless 5.0% Socioeconomically Disadvantaged	+/- Change (-4.1%) All Students +10.4% Homeless (-4.2%) Socioeconomically Disadvantaged

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		21.0% Socioeconomically Disadvantaged 36.4% Foster Youth 8.4% Asian (Green) 19.3% English Learners (Orange) 20.3% - Hispanic (Orange) 23.1% Students with Disabilities (Orange)	16.8% Socioeconomically Disadvantaged N/A Foster Youth 5.4% Asian (Green) 13.6% English Learners 13.7% - Hispanic 15.8% Students with Disabilities		8.0% Foster Youth 2% Asian 4% English Learners 5% - Hispanic 8% Students with Disabilities	N/A Foster Youth (-3.0%) Asian(Green) (-5.7%) English Learners New baseline LTEL (-6.6%) Hispanic (-7.3%) Students with Disabilities
6.2	Suspension rates	Suspension rates 1.7% All Students 6.4% African Americans 12.2% Homeless 3.0% Socioeconomically Disadvantaged 1.4% English Learners 16.7% Foster Youth 4.2% Students with Disabilities 0.8% Two or more races 0.7% White	Suspension rates 1.1% All Students 3.5% African Americans 10.0% Homeless 2.0% Socioeconomically Disadvantaged 1.5% English Learners N/A Foster Youth 2.1% Students with Disabilities 1.1% Two or more races 0.2% White		Suspension rates 0.5% All Students 3.0% African Americans 6.0% Homeless 1.5% Socioeconomically Disadvantaged 0.5% English Learners 7.0 % Foster Youth 2.0% Students with Disabilities 0.4% Two or more races 0.3% White	+/- Change (-6.0%) All Students (-2.9%) African Americans (-2.2%) Homeless (-1.0%) Socioeconomically Disadvantaged +0.1% English Learners N/A Foster Youth (-2.1%) Students with Disabilities +0.3% Two or more races (-0.5%) White

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
6.3	Middle School Drop Out Rates	CALPADS 2022-2023 0% All Students	CALPADS 2023-2024 0% All students		0% All Students	+/- Change 0%
6.4	High School Drop Out Rates - Ed Data	High School Drop Out Rates - Ed Data 2022-2023 2.6% All students 9.1% Homeless students 2.4% Socioeconomically Disadvantaged N/A Foster Youth	High School Dropout Rates - Ed Data 2023-2024 5.3% All students 3.0% Homeless 7.0% Socioeconomically Disadvantaged N/A Foster Youth		Drop Out Rates - Ed Data 0.0% All students 0.0% Homeless students 0.0% Socioeconomically Disadvantaged 0.0% Foster Youth	+/- change +2.7% All students (-6.1)% Homeless +4.6% Socioeconomically Disadvantaged N/A Foster Youth
6.5	High School Expulsion Rates	EdData 2022-2023 0%: Districtwide 0%: Homeless: 0%: Socioeconomically Disadvantaged 7.7%: Foster (n=1)	EdData 2023-2024 0%: Districtwide 0%: Homeless: 0%: Socioeconomically Disadvantaged N/A: Foster		Districtwide 0% Homeless: 0% Socioeconomically Disadvantaged: 0% Foster: 0.0%	+/- Change 0%: Districtwide 0%: Homeless: 0%: Socioeconomically Disadvantaged N/A: Foster
6.6	Parent/Family Engagement Rates (CHKS Survey)	2023-2024 Parent: School encourages me to be an active partner with	2024-2025 School encourages me to be an active partner with the		School encourages me to be an active partner with the school in	+/- Change School encourages me to be an active partner with the

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>the school in educating my child. All: 84%, ES: 92%, MS: 77%, HS: 75%</p> <p>Parent: Parents feel welcome to participate in this school (strongly agree/agree): All: 80%, ES: 92%, MS: 65%, HS: 66%</p> <p>Parent: School keeps me well-informed about school activities (strongly agree/agree) All: 90%, ES: 94%, MS: 90%, HS: 82%</p>	<p>school in educating my child. All: 87%, ES: 95%, MS: 85%, HS: 75%</p> <p>Parents feel welcome to participate in this school (strongly agree/agree): All: 84%, ES: 94%, MS: 57%, HS: 66%</p> <p>School keeps me well-informed about school activities (strongly agree/agree) All: 92%, ES: 97%, MS: 88%, HS: 86%</p>		<p>educating my child. All: 95%, ES: 100%, MS: 95%, HS: 90%</p> <p>Parents feel welcome to participate in this school (strongly agree/agree): All: 95%, ES: 100%, MS: 90%, HS: 90%</p> <p>School keeps me well-informed about school activities (strongly agree/agree) All: 95%, ES: 100%, MS: 100%, HS: 95%</p>	<p>school in educating my child. All: +3%, ES: +3%, MS: +8%, HS: (-3%)</p> <p>Parents feel welcome to participate in this school (strongly agree/agree): All: +4%, ES: +2%, MS: (-8%), HS: 0%</p> <p>School keeps me well-informed about school activities (strongly agree/agree) All: +2%, ES: +3%, MS: (-2%), HS: +4%</p>
6.7	Parent/Family Engagement Rates (YouthTruth)	<p>December 2023</p> <p>Engagement overall average rating across questions (YouthTruth). Free and Reduced-price Lunch (FRPL)</p> <p>71% Overall 73% FRPL</p>	<p>December 2024</p> <p>Engagement overall average rating across questions (YouthTruth). Free and Reduced-price Lunch (FRPL)</p> <p>71% ES</p>		<p>Engagement overall average rating across questions (YouthTruth)</p> <p>Overall 85% FRPL: 85%</p>	<p>+/- Change</p> <p>0% ES no data ES FRPL +3% MS no data MS FRPL +10% HS no data HS FRPL</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			no data ES FRPL 30% MS no data MS FRPL 40% HS no data HS FRPL			
6.8	Safety and School Connectedness (Parents/Families, Educators, and Students)	<p>School Connectedness (CHKS-Families) 2023-2024</p> <p>Treats all students with respect (agree/strongly agree) 88%: Overall 93%: ES 88%: MS 77%: HS</p> <p>Enforces school rules equally for my child and all students (agree, strongly agree) 71%: Overall 79%: ES 64%: MS 57%: HS</p> <p>Metric: School Connectedness (CHKS-Student) 77%: 5th 54%: 7th 59%: 9th: CCHS 45%: 11th: CCHS 80%: 80% CP</p>	<p>School Connectedness (CHKS-Families) 2024-2025</p> <p>Treats all students with respect (agree/strongly agree) 89%: Overall 96%: ES 96%: MS 84%: HS</p> <p>Enforces school rules equally for my child and all students (agree, strongly agree) 76%: Overall 81%: ES 68%: MS 65%: HS</p> <p>Metric: School Connectedness (CHKS-Student) 79%: 5th 60%: 7th</p>		<p>Treats all students with respect (agree/strongly agree)</p> <p>Overall: 95%, ES: 100%, MS: 95%, HS 85%</p> <p>Enforces school rules equally for my child and all students (agree, strongly agree) Overall: 85%, ES: 95%, MS: 85%, HS: 85%</p> <p>Adults really care about every student Overall: 95%, ES: 100%, MS: 95%, HS 85%</p>	<p>+/- change</p> <p>Treats all students with respect (agree/strongly agree) (-1%): Overall +3%: ES +8%: MS +7%: HS</p> <p>Enforces school rules equally for my child and all students (agree, strongly agree) +5%: Overall +2%: ES +4%: MS +8%: HS</p> <p>Metric: School Connectedness (CHKS-Student) +2%: 5th +6%: 7th +8%: 9th: +8% 11th CCHS</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Metric: School Connectedness (CHKS- Staff) Adults really care about every student 91%: All 93%: ES 89%: MS: 81%: CCHS 100%: CP	64%: 9th: CCHS 53%: 11th: CCHS 83%: 80% CP Metric: School Connectedness (CHKS- Staff) Adults really care about every student 92%: All 95%: ES 85%: MS: 86%: CCHS 86%: CP			+3%% CP Metric: School Connectedness (CHKS- Staff) Adults really care about every student +1%: All +2%: ES +7%: MS: +4%: CCHS (-14%): CP
6.9	SART and SARB Meetings	0%	18% (76 meetings)		Chronic Absenteeism data for English Learners, Foster Youth and Low Income students 80% of Attendance Plan SART & SARB meetings held	+/- Change +18% meeting held
6.10	Attendance Rates - AERIES end of April	2023-2024 95.0% - Overall 95.0% - Elementary 95.8% - Middle School 94.5% - High School	2024-2025 95.3% - Overall 95.3% - Elementary		100% - Overall 100% - Elementary 100% - Middle School 100% - High School	+/- Change 0.3% - Overall 0.3% - Elementary 0.1% - Middle School

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		94.5% - Hispanic 95.0% - Black/African-American 95.6% - English Learners 94.1% - Socioeconomically Disadvantaged 94.6% - Foster Youth 88.9% - Homeless	95.7% - Middle School 95.2% - High School 94.8% - Hispanic 95.0% - Black/African-American 95.0% - English Learners 94.5% - Socioeconomically Disadvantaged 93.2% - Foster Youth 92.4% - Homeless		100% - Hispanic 100% - Black/African-American 100% - English Learners 100% - Socioeconomically Disadvantaged 100% - Foster Youth	0.6% - High School 0.3% - Hispanic (-0.1%) - Black/African-American (-0.6%) - English Learners 0.4% - Socioeconomically Disadvantaged (-1.4%) - Foster Youth 3.5% - Homeless
6.11	Parentsquare Access Rate for EL families	Parentsquare Reports not measured			50% - English Learner Family Access to Parentsquare	

Goal Analysis [2024-25]

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

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

CCUSD fully implemented 7 of the 7 identified actions for Goal 6 of the LCAP during the 2024-2025 school year. There were no substantive differences in the planned actions and actual implementation.

The goal focused on reducing chronic absenteeism and suspension rates as reflected in state and local indicators for students experiencing Homelessness, Foster Youth and low-income students by providing comprehensive support services for addressing their academic, social-emotional and basic needs.

6.1 CCUSD used Attention to Attendance System (A2A) to monitor and reduce chronic absenteeism. A2A automatically call students currently demonstrating chronic absenteeism. After a student's 3rd absence of the year school personnel called, or sent an email to

parents/guardians to inform them of the number of absences, and determined the reason for absence. Once 6 absences were accumulated, a conference with school personnel was held. (metric 6.1)

6.2 Utilized re-entry meetings after each suspension to capture root causes and provided interventions to reduce chronic suspensions. (metric 6.2)

6.3 CCUSD expanded use of Parent Square to communicate with families (English Learner and low income) utilizing the platform's multiple language translations and supported the communication of A2A letters and notifications on attendance. (metric 6.6, 6.11)

6.4 With guidance from School and family Support Services held Student Attendance Review Team (SART)/Student Attendance Review Board (SARB) attendance meetings when an attendance plan was needed. (metric 6.9)

6.5 School and Family Support Services coordinated wrap around services with staff at each elementary and secondary school by providing additional counselors and case managers to provide services such as empathy interviews, check-ins, and counseling support. (metric 6.6)

6.6 Provided 4 mental health counselors district-wide to support care management and aligned family resources through School Family Support Services. Two elementary Family Centers supported the elementary sites with an LCSW. (metric 6.1; 6.2; 6.6)

6.7 Implemented a regular data review process to evaluate and make adjustments to site practices and procedures specifically eliminating disproportionate out of school suspension among students experiencing Homelessness, Foster Youth and low income students to reduce chronic suspensions. (metric 6.2)

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

There was a material difference between the budgeted expenditures and the estimated actual for Goals 6.1, 6.3, 6.5, and 6.6.

For 6.1, CCUSD underbudgeted for the costs of attendance communication and monitoring system.

For 6.3, CCUSD overbudgeted for the family communication app.

For 6.5, CCUSD overbudgeted for its additional counselors counselors. Existing counselors are funded under Goal 1.11. This action covered additional counselors.

For 6.6, CCUSD underbudgeted for the cost of its mental health counselors and program. This action called for four mental health counselors; 6 mental health counselors were hired to meet the needs to students.

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

Addressing Chronic Absenteeism and Strengthening Family Communication (Actions 6.1, 6.3, and 6.4)

Actions 6.1 (Attendance Monitoring via A2A), 6.3 (ParentSquare Communication for EL and Low-Income Families), and 6.4 (Attendance Meetings via SART/SARB) were partially effective in reducing chronic absenteeism and improving parent engagement. Chronic absenteeism declined for all students from 14.2% to 10.1%, socioeconomically disadvantaged from 21.0% to 16.8%, English learners from 19.3% to 13.6%, Hispanic from 20.3% to 13.7%, and students with disabilities from 23.1% to 15.8%. However, the chronic absenteeism rate for homeless students rose significantly from 35.1% to 45.5%. Foster Youth data was not reported . The district has decided to discontinue using the A2A system for 2025-2026. SART/SARB meetings increased from 0% to 18%, signaling growing efforts to intervene more personally.

Reducing Disproportionate Suspensions and Promoting Inclusive Practices (Actions 6.2 and 6.7)

Actions 6.2 (Empathy Interviews after Suspension) and 6.7 (Suspension Data Review) were effective in reducing overall suspension rates and narrowing disparities. In comparing baseline to 2023-2024 data, the suspension rate for students overall dropped from 1.7% to 1.1%, African American students from 6.4% to 3.5%, homeless students from 12.2% to 10.0%, socioeconomically disadvantaged students from 3.0% to 2.0%, and students with disabilities from 4.2% to 2.1%. These reductions suggest the actions positively influenced behavior support systems. However, the suspension rate for English Learners slightly increased from 1.4% to 1.5%, and the rate for students of two or more races rose from 0.8% to 1.1%, indicating areas for further monitoring and need for professional development around culturally responsive discipline practices.

Enhancing Mental Health and Counseling Supports (Actions 6.5 and 6.6)

Actions 6.5 (School-Based Counseling Support) and 6.6 (District Mental Health Counseling and Family Centers) were effective. Evidence of their effectiveness includes continued reductions in suspension and chronic absenteeism rates among student groups. The addition of four mental health counselors and the expansion of two family centers at elementary sites increased access to trauma-informed care, case management and wraparound supports. These actions contributed to a decrease in suspensions for low-income students from 3.0% in 2022-2023 to 2.0% in 2023-2024, while English Learners remained stable at 1.4 percent. Suspension data for Foster Youth was not reported in 2023-2024 because there were less than 11 students in this group. Chronic absenteeism also improved for English Learners, decreasing from 13.6% to 8.4%, and for low-income students declining from 31.0% to 16.8%. Foster Youth, newly reported in 2023-2024, had a chronic absenteeism rate of 36.4%. While these indicators suggest that expanded mental health services are supporting student wellness and engagement, the increase in chronic absenteeism for homeless students from 35.1% to 45.5% signals the need for more intensive, coordinated outreach for this student groups. Family surveys also support the positive impact of these actions, with strong satisfaction reported regarding communication and support services, particularly at the elementary level.

Monitoring School Climate, Safety, and Student Connectedness (CHKS and Additional Metrics)

Though not tied to a specific action, several outcome metrics helped evaluate Goal 6. Suspension rates improved overall, but high school dropout rates increased from 2.6% to 5.3%, and for socioeconomically disadvantaged students, from 2.4% to 7.0%, raising concerns about secondary student engagement and retention. Expulsion rates remained at 0% for most student groups, and families reported increased perceptions of fairness and respect in schools. CHKS family survey results showed increased agreement that students are treated with respect (rising from 88% to 89% overall) and that school rules are enforced equally (71% to 76%). However, middle and high school connectedness metrics indicated room for growth.

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

Action 6.1: Removed A2A from the description to reflect more personalized outreach such as SART and SARB for addressing communication in regards to chronic absenteeism.

Action 6.3: Updated to remove A2A letters and notifications from the description

Metric 6.10: New metric and new baseline. Added for more current attendance data from Aeries. CALPADS Attendance data is in goal 1; metric 1.19.

Metric 6.11: Discontinued ParentSquare reports are not disaggregated by student groups.

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

Actions

Action #	Title	Description	Total Funds	Contributing
6.1	Communication and monitoring system to reduce chronic absenteeism	Site administration and support staff will call students who currently demonstrate chronic absenteeism will have school personnel reach out to (call, send an email) the parent/guardian in order to determine why the student is absent after the student's 3rd missed day of school in the year and inform them of the number of days missed. If the student continues to miss school and accumulates 6 absences, a conference with school personnel will be held. (*See metric 6.1) (Action addresses the following Chronic Absenteeism Rates on the California Dashboard Student Group REDs: CCMS: ELs; El Rincon: ELs; Farragut: Hispanic and low-income; La Ballona: Asian and SWD). (see metric 6.1)	\$0.00	No
6.2	Empathy Interviews	Re-entry meetings after each suspension to capture root causes and provide interventions to reduce chronic suspensions. (*see metric 6.2) (Action addresses the following Suspension Rates on the California Dashboard Student Group REDs: District-wide: AA and Homeless; CCMS: AA, Homeless, SWD; and CCHS: Homeless).	\$19,000.00	No
6.3	Use of Communication App to reduce chronic	Expand the use of Parent Square to communicate with families of English Learners and low income families. This app is a universal app that supports language justice through communication in multiple languages	\$40,302.00	Yes

Action #	Title	Description	Total Funds	Contributing
	absenteeism for English Learners and low income students	(*see metric 6.2) (Action addresses the following Chronic Absenteeism Rates on the California Dashboard Student Group REDs: ELs at CCMS, SWD at CCMS, ELs at El Rincon, Hispanic at Farragut, Asian at La Ballona, and SWD at La Ballona). (*see metrics 6.6, 6.11)		
6.4	Communication about Attendance	Through guidance from School Family and Support Services hold attendance meetings Student Attendance Review Team (SART) / Student Attendance Review Board (SARB) when an attendance plan for support is needed. (*see metric 6.9) (Action addresses the following Chronic Absenteeism Rates on the California Dashboard Student Group REDs: ELs at CCMS, SWD at CCMS, ELs at El Rincon, Hispanic at Farragut, Asian at La Ballona, and SWD at La Ballona). (*see metric 6.9)	\$173,000.00	No
6.5	Counseling	SFSS will continue to coordinate wrap around services with staff at each elementary school and secondary by providing additional counselors and case managers; such as: empathy interviews, check-ins, and counseling support. (*see metric 6.6)	\$620,000.00	Yes
6.6	Mental Health Counseling	Provide 4 mental health counselors district-wide to support care management and align family resources through School Family Support Services. Two elementary Family Centers will support the elementary sites with an LCSW. (*see metric 6.1; 6.2; 6.6)	\$1,045,038.00	Yes
6.7	Out of School Suspension Data Review	Implement a systemic data review process to evaluate and make adjustments to site practices and procedures specifically eliminating disproportionate out of school suspension among students experiencing homelessness, foster youth and low income students to reduce chronic suspensions. (*see metric 6.2)	\$8,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
7	<p>By 2027, increase progress monitoring transparency and support for Black/African American students by enhancing socio-emotional care and attention. This will create conditions conducive to attaining high levels of academic achievement through the following strategies:</p> <ul style="list-style-type: none"> • Increase academic achievement levels among Black/African American students by meeting and/or exceeding grade-level standards as determined by state proficiency levels. • Improve the sense of connection to the school and district community among Black/African American students, as evidenced by positive responses and increased participation rates on climate surveys. • Decrease suspension, expulsion and chronic absenteeism rates for Black/African American students by implementing proactive and alternative means of support. (Black Student Achievement Plan) 	Focus Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

CCUSD's Black Student Achievement Plan provides a specific focus on its Black/African-American students. As the third largest racial group in the district, overall Black/African-American students are not achieving at the same rates as other racial groups – in meeting and/or exceeding grade-level standards and state proficiency levels. While providing an improved sense of connectedness to school for the Black/African-American students and through the implementation of proactive and alternative means of support, CCUSD will work towards decreasing suspension, expulsion and chronic absenteeism while increasing academic achievement and access for Black/African-American students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
7.1	A-G Enrollment - Black/African American students	DataQuest 2022-2023	DataQuest 2023-2024		98% of Black/African American students	+/- Change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		72% All students met A-G requirements 68% AA students met A-G requirements	70% All students met A-G requirements 69% AA students met A-G requirements		will meet A-G requirements	(-2%) All students met A-G requirements +1% AA students met A-G requirements
7.2	Suspension rates for Students with Disabilities (SWD) who are Black/AA students (CDE has identified as disproportionality)	DataQuest and CALPADS 2022-2023 1.7% All students 43.0% of all unduplicated suspensions were AA 31.0% of all AA students suspended were SWD	DataQuest and CALPADS 2023-2024 2.2% All students 34.7.% of all unduplicated suspensions were AA 9.3% of all AA students suspended were SWD		10% of all unduplicated suspensions - African American	+/- Change 0.5% all students (- 8.3)% African American (-21.7)% African American
7.3	AP courses enrollment - Percentage of Black/African American students	2023-2024 40% AA students enrolled in AP courses (Semester 1 AERIES)	2024-2025 46% AA students enrolled in AP courses (Semester 1 AERIES)		55% of Black/African American students enrolled in AP courses.	+/- Change +6% AA students enrolled in AP courses (Semester 1 AERIES)
7.4	College and Career Readiness - Percentage of African American students	CA School Dashboard 2022-2023 62% all students	CA School Dashboard 2023-2024		75% of African American students who qualify as College and	+/- Change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		44% of African American students	63% all students 49% of African American students		Career Ready on CA School Dashboard	+1.0% all students +5.0% of African American students
7.5	CTE Pathway Completion - Percentage of African American students	CA School Dashboard 2022-2023 36.0% all students 25.0% of African American students	CA School Dashboard 2023-2024 27.5% all students 25.0% of African American students		51% of African American students a CTE Pathway Completion	+/- Change (-8.5%) all students 0% of African American students
7.6	State Seal of Biliteracy - Percentage of African American graduate students earning Seal	DataQuest 2022-2023 33% All students 9% of African American students	DataQuest 2023-2024 30% All students 11% African American students		39% of African Americans earning Seal of Biliteracy	+/- Change (-3%) All Students +2% African American students
7.7	AP Exams with a score of 3 or higher - Percentage of African American students (meet prepared cohort)	DataQuest 2023 55% All students 33% of African American students (meet/prepared cohort)	DataQuest 2024 61% All students 36% of African American students (meet/prepared cohort)		63% of African Americans scoring 3 or higher on AP Exams	+/- Change +6% All students +3% of African American students (meet/prepared cohort)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
7.8	CAASPP ELA, Math and Science - Percentage of Black or African American students meeting or exceeding standard on	<p>CAASPP 2022-2023: Met or Exceeded</p> <p>ELA 64.41% All Students 46.05% Black or African American</p> <p>Math 50.76% All Students 24.60% Black or African American</p> <p>Science 43.70% All students 14.16% Black or African American</p>	<p>CAASPP 2023-2024: Met or Exceeded</p> <p>ELA 63.11% All Students 47.04% Black or African American</p> <p>Math 51.2% All Students 28.65% Black or African American</p> <p>Science 46.04% All students 27.61% Black or African American</p>		<p>CAASPP - Black or African American</p> <p>ELA 61.29% Met or Exceeded standard</p> <p>Math 40.60% Met or Exceeded standard</p> <p>Science 27.65% Met or Exceeded standard</p>	<p>+/- Change</p> <p>ELA (-1.30%) All Students +0.99% Black or African American</p> <p>Math +0.44% All Students +4.05 Black or African American</p> <p>Science +2.34 % All students +13.45% Black or African American</p>
7.9	Summer learning opportunities - Percentage of attendance	<p>New baseline for 2024-2025</p> <p>21% Black/African American students participated in summer learning</p>			75% of African Americans identified for additional support	<p>+/- Change</p> <p>New baseline</p>
7.10	Graduation Rate - Percentage of African American students	<p>DataQuest 95.3% All students 93.3% African American students</p>	<p>DataQuest 93.6% All students 87.8% African American students</p>		96% Graduation rates for African American students	<p>+/- Change</p> <p>DataQuest (-1.7%) All students</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						(-5.5%) African American students
7.11	CA School Dashboard Distance from Standard ELA and Math	<p>CA School Dashboard 2023 - Distance from Standard</p> <p>ELA (-33.5 distance from standard - All students) (-8.7 distance from standard - African American)</p> <p>Math (-5.3 distance from standard - All students) (-72.1 distance from standard - African American)</p> <p>CA School Dashboard 2024 - Distance from Standard</p> <p>Science (-5.1) distance from standard - All students (-15.5) distance from standard - African American</p>	<p>CA School Dashboard 2024 - Distance from Standard</p> <p>ELA (-29.3) distance from standard - All students (-11.6) distance from standard - African American</p> <p>Math (-6.5) distance from standard - All students (-67.8) distance from standard - African American</p>		<p>CA School Dashboard - African American</p> <p>ELA 25.0 distance from standard</p> <p>Math 0.0 points below standard</p> <p>Science 0.5 distance from standard</p>	<p>+/- Change</p> <p>ELA +4.2 distance from standard - All students (-2.9) distance from standard - African American</p> <p>Math (-1.2) distance from standard - All students +4.3 distance from standard - African American</p> <p>Science New baseline - All students New baseline - African American</p>

Goal Analysis [2024-25]

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

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

CCUSD fully implemented 6 of the 7 identified actions for Goal 7 of the LCAP during the 2024-2025 school year. There were no substantive differences in the planned action and actual implementation.

The goal focused on increasing progress monitoring transparency and support for Black/African American students by enhancing socio-emotional care and attention. This created conditions conducive to attaining high levels of academic achievement through the following strategies:

- Increased academic achievement levels among Black/African American students by meeting and/or exceeding grade-level standards as determined by state proficiency levels.
- Improved the sense of connection to the school and district community among Black/African American students, as evidenced by positive responses and increased participation rates on climate surveys.
- Decreased suspension, expulsion and chronic absenteeism rates for Black/African American students by implementing proactive and alternative means of support.

7.1 Reduced disproportionate suspensions of Black/African American students with IEPs. IEP team reviewed the student's behavior intervention plan (BIP) to ensure it addresses the current behavior for which the student has been suspended. If the student does not have a behavior intervention plan, the team will convene an IEP meeting to discuss behavior and determine if a BIP needs to be written or if other supports and/or services are required. CCUSD learned in March that we exited disproportionality for Black/AA students with disabilities (metric 7.2)

7.2 Provided opportunities for summer programs for elementary students (Summer Lit Camp and Summer Math Camp) and bootcamps to prepare students for Advanced Placement (AP) courses. (metric 7.9)

7.3 Counselors assisted with scheduling, accessing, and enrolling in A-G and Advanced Placement courses to ensure students have the needed support to be successful. (metric 7.4)

7.4 Awarded Black/African American students at every level. (Amplify Student Voice Awards) (metric 7.4; 7.6) The amplify voice award was not implemented in the 2024-2025 school year.

7.5 Black/African American graduation rates and district graduation rates improved, but there continues to be opportunities for improvement. Counselors continued to review academic data and provide support as needed. (metric 7.10)

7.6 Implemented a regular email review of data case by case review to make adjustments to site practices and procedures, specifically in targeting the reduction of the disproportionality in out-of-school suspensions among Black/African American students. The goal included decreasing single student out-of-school suspensions and a decreased loss in instructional days due to suspensions. (metric 7.2)

7.7 Expanded programs that focused on conflict resolution, restorative justice, cultural understanding, and positive behavior support, and other alternatives to suspension to decrease disproportionality in school discipline for Black/African American students (metric 7.2)

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

There were none

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

Reducing Disproportionality in Discipline and Promoting School Climate:

Action 7.1 (Improve School Climate) was effective. The IEP review process for Black/African American students with disabilities who received suspensions was implemented as planned. CALPADS data showed that while the overall student suspension rate increased slightly (from 1.7% to 2.2%), the percentage of suspended Black/African American students with disabilities declined sharply from 31.0% to 9.3%, suggesting this targeted intervention significantly reduced disproportionality for this student group.

Action 7.6 (Decrease Disproportionate Suspensions) was partially effective. Some school sites engaged in regular data reviews and implemented interventions to address disparities in suspension. Implementation of this action may be inconsistent across schools. The decline in the percentage of suspensions involving Black/African American students shows promise, but the lack of systemic structures may hinder effectiveness district wide.

Action 7.7 (Enhance and Broaden Support Initiatives) was partially effective. Sites introduced or expanded restorative practices and cultural proficiency efforts. Qualitative feedback suggests positive shifts in school climate at most sites, however, a more intentional approach is needed to ensure equity in disciplinary alternatives.

Expanding Learning Opportunities and Student Recognition:

Action 7.2 (Extended Learning Time) was partially effective. Summer programs such as Literacy and Math Camps and AP Bootcamps were successfully launched, creating valuable enrichment opportunities. Metric 7.9 established a new participation baseline of 21% among Black/African American students—an encouraging starting point. While this is below the 75% target, it highlights an opportunity to expand outreach and increase accessibility to ensure more students can benefit from these programs in the future.

Action 7.4 (Amplify Student Voice) was partially effective in 2024–25. Formal programs or recognitions were initiated at the school sites this year to elevate the voices and leadership of Black/African American students. This represents a meaningful opportunity to strengthen identity, connection, and engagement. Prioritizing implementation in the coming year would reflect a strong commitment to equity and inclusion.

Improving College and Career Readiness and Graduation Outcomes:

Action 7.3 (College and Career Readiness) was effective. AP course enrollment among African American students rose from 40% to 46%, and those earning a score of 3 or higher increased from 33% to 36%. A–G course enrollment held steady with a slight increase from 68% to 69%. These gains show that more Black/African American students are accessing and succeeding in rigorous coursework, aligning with the goal of enhancing college readiness. AP exam scores for 2025 will be available starting July 7, 2025.

Action 7.5 (Graduation Rates) was partially effective. While the district average graduation rate remained high at 93.6%, the graduation rate for African American students declined from 93.9% to 87.8%. This 5.5 percentage point decrease widened the graduation gap however, the decrease is due to a CALPADS coding error in 2023-2024. Culver City High School graduation rate for Black/African American students was

95.6%. Performance among Black/African American students improved in all state-assessed subjects. Science proficiency increased from 14.16% to 27.61%, math from 24.60% to 28.65%, and ELA from 46.05% to 47.04%. These gains suggest that instructional interventions are producing measurable academic benefits. Black/African American students gained 2.9 points in ELA and 4.3 points in math on the CA Dashboard’s academic indicators. These improvements reflect progress in closing the performance gap, though disparities remain. Continued monitoring and academic supports are recommended to sustain growth.

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.

Goal 7: Target year changed from 2025 to 2027
Action 7.4: Edited from "Amplify Study Voice" to "Amplify Student Voice"
Metric 7.2: baseline "5.65% per CDE" has been removed. There was no corresponding data point found and therefore deemed inaccurate.
Metric 7.9: New baseline metric
Metric 7.11: Science data was added to this metric

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

Actions

Action #	Title	Description	Total Funds	Contributing
7.1	Improve School Climate	Reduce disproportionate suspensions of Black/African American students with IEPs. The IEP team shall review the student’s behavior intervention plan to make sure it addresses the current behavior for which the student has been suspended. If the student does not have a behavior intervention plan, the team will convene an IEP meeting to discuss behavior and determine if a BIP needs to be written or if other supports and/or services are required. (*see metric 7.2)	\$176,000.00	No
7.2	Extended Learning Time	Summer opportunities for elementary students (Summer Lit Camp and Summer Math Camp) and bootcamps to prepare for Advanced Placement (AP) courses will be offered. (*see metric 7.9)	\$12,300.00	No

Action #	Title	Description	Total Funds	Contributing
7.3	College and Career Readiness	Academic Relevance, Rigor and Support for scheduling, accessing, and enrolling in A-G and Advanced Placement courses to ensure when students enroll in courses that they have the needed support to be successful. (Examples of preparedness: CTE Completion, Seal of Biliteracy, AP Exams - score of 3 or higher, and CAASPP Test in 11th grade) (*see metric 7.4)	\$58,000.00	No
7.4	Amplify Student Voice	Award Black/African American students at every level. (*see metric 7.4, 7.6)	\$350.00	No
7.5	Graduation Rates	Close the gap between Black/African American graduation rates and district graduation rates. Counselors to review academic data and provide support as needed. (see metric 7.10)	\$57,000.00	No
7.6	Decrease Disproportionate Suspensions	Implement a systemic process for reviewing data and implementing effective support measures to make informed adjustments to site practices and procedures, specifically targeting the reduction of disproportionality in out-of-school suspensions among Black/African American students. The objective would include decreasing single student out-of -school suspension and a decreased loss in instructional days due to suspensions. (see metric 7.2)	\$84,254.00	No
7.7	Enhance and Broaden Support Initiatives	Enhance and broaden initiatives that emphasize conflict resolution, restorative practices, cultural proficiency, positive behavior supports and other alternatives to suspension to decrease disproportionality in school discipline for Black/African American students. (see metric 7.2)	\$24,150.00	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$5,549,273	\$0

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
7.574%	0.000%	\$0.00	7.574%

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
1.4	<p>Action: Data Management for PLCs</p> <p>Need: CAASPP ELA 2022-23 data identified that EL students are at -32.9 distance from standard in comparison to all students who are at +33.5 distance from standard.</p>	<p>Based on the needs of EL students, Professional Learning Communities (PLCs) meet on a regular basis to discuss how EL students master the Essential Standards and address their language acquisition.</p> <p>A data analysis tool (i.e., Educlimber) is needed to monitor EL student performance towards mastery of academic math and ELA standards and ELD standards.</p>	CAASPP ELA and Math, Metric 1.1

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Furthermore, CAASPP ELA 2023-24 data identified that EL students are at -43.3 distance from standard in comparison to all students who are at +29.3 distance from standard.</p> <p>CAASPP Math 2022-23 data identified that EL students are at -61.9 distance from standard in comparison to all students who are at -5.3 distance from standard.</p> <p>Furthermore, CAASPP Math 2023-24 data identified that EL students are at -71.9 distance from standard in comparison to all students who are at -6.5 distance from standard.</p> <p>Educational partners (i.e. parents, teachers, administrators) indicated that EL students need teachers to have a data analysis tool (ie - Educlimber) to focus data discussions on EL student This will help them to better understand how language barriers impact English Learners and their language acquisition so it can be addressed in the classroom so students can master the Essential Standards.</p> <p>After reviewing 2023-24 CAASPP data, educational partners indicated that there continues to be a need for this data analysis tool.</p> <p>Scope:</p>	<p>As the gap continues, CCUSD needs to use this tool to provide data to teachers so they can improve Tier I and Tier II instruction using differentiated instructional strategies.</p> <p>This action is being provided on an LEAwide basis to maximize the overall impact of the use of data and assessment platforms for PLCs to have data-driven discussions and to better understand the needs of students.</p> <p>This is the most effective use of funds for English Learner Students based on CCUSD's observations from past years, we have seen that data-driven decisions/changes provide students the support to learn the curriculum and ultimately score higher on CAASPP tests.</p>	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
1.6	<p>Action: Learning Management Systems (LMS) and online supplemental curriculum</p> <p>Need: CAASPP 2022-23 ELA data identified that Foster Youth are at -75.9 distance from standard in comparison to all students who are at +33.5 distance from standard.</p> <p>Furthermore, CAASPP 2023-24 ELA data did not report a performance level for Foster Youth (as there were fewer than 11 students in the group), though all students are at a +29.3 distance from standard.</p> <p>CAASPP 2022-23 Math data identified that Foster Youth are at -134.1 distance from standard in comparison to all students who are at -5.3 distance from standard.</p> <p>Furthermore, CAASPP 2023-24 Math data did not report a performance level for Foster Youth (as there were fewer than 11 students in the group), though all students are at a +6.5 distance from standard.</p> <p>Chronic Absenteeism rate (2022-23) for Foster Youth is 36.4% in comparison to all students who are at 14.2%.</p> <p>Furthermore, the Chronic Absenteeism rate (2023-24) for Foster Youth did not report a rate for Foster Youth (as there were fewer</p>	<p>Based on the needs of Foster Youth, this student group needs access to a Learning Management System and web-based tools to help students access and organize their educational materials.</p> <p>A Learning Management System (i.e., Canvas, Google Classroom) and web-based tools (i.e., Clever) are needed to provide Foster Youth access to the curriculum when they are absent and provide an organized tool to access the curriculum to learn the material and increase their performance towards mastery of academic math, ELA standards and or ELD standards.</p> <p>This action is being provided on an LEAwide basis to maximize the overall impact of all students who can benefit from accessing the curriculum online and in an organized tool to learn the material.</p> <p>This is the most effective use of funds for Foster Youth because based on CCUSD's observations from past years as we feel that due to the chronic absenteeism rates of Foster Youth, they need a Learning Management System to access and organize the curriculum to learn the Essential Standards and make gains their CAASPP scores.</p>	CAASPP ELA and Math, Metric 1.1

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	<p>than 11 students in the group), in comparison to all students who are at 10.1%.</p> <p>Educational partners (i.e., parents, teachers, counselors, administrators) indicated that Foster Youth need a Learning Management System and web-based tools to help students access and organize their educational materials. Foster Youth have an instability of basic needs including housing and family support which negatively impacts their attendance. Foster Youth have high chronic absenteeism rates and miss necessary curriculum to master the Essential Standards.</p> <p>After reviewing 2023-24 CAASPP and chronic absenteeism data, educational partners indicated that there continues to be a need for a Learning Management System and online supplemental curriculum.</p> <p>Scope: LEA-wide</p>		
1.7	<p>Action: Supplemental curriculum, instruction and progress monitoring for students needing additional support to close the achievement gap</p> <p>Need: CAASPP 2022-23 ELA data identified that Foster Youth are at –75.9 distance from standard in comparison to all students who are at +33.5 distance from standard.</p>	<p>Based on the needs of the Foster Youth and low-income student groups, these student groups need access to supplemental curriculum, instruction and progressing monitoring tools with instructional materials and technology to master the Essential Standards and make gains on CAASPP tests.</p> <p>Supplemental curriculum will positively impact the learning gaps these students may have. Instruction and progress monitoring tools with instructional materials and technology provide</p>	CAASPP ELA and Math, Metric 1.1

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	<p>Furthermore, CAASPP 2023-24 ELA data did not report a performance level for Foster Youth (as there were fewer than 11 students in the group), though all students are at a +29.3 distance from standard.</p> <p>CAASPP 2022-23 Math data identified that Foster Youth are at -134.1 distance from standard in comparison to all students who are at -5.3 distance from standard.</p> <p>Furthermore, CAASPP 2023-24 Math data did not report a performance level for Foster Youth (as there were fewer than 11 students in the group), though all students are at a +6.5 distance from standard.</p> <p>CAASPP 2022-23 ELA data identifies that the low- income student group is at -9.4 distance from standard in comparison to all students who are at +33.5 distance from standard.</p> <p>Furthermore, CAASPP 2023-24 ELA data identifies that the low- income student group is at -11.2 distance from standard in comparison to all students who are at +29.3 distance from standard.</p> <p>CAASPP 2022-23 Math data identifies that the low- income student group is at -65.7 distance from standard in comparison to all students who are at -5.3 distance from standard.</p> <p>Furthermore, CAASPP 2023-24 Math data identifies that the low- income student group is</p>	<p>teachers with the supplemental tool to identify the needs of each student to support them with their achievement gap. These supplemental materials will support students towards mastery of academic math and ELA standards and help these students make gains on CAASPP tests.</p> <p>This action is being provided on an LEAwide basis to maximize the overall impact of all students who will make academic gains with the support of these supplemental materials.</p> <p>This is the most effective use of funds for the Foster Youth and low-income student groups based upon our observations from past years. We have seen that Foster Youth and low-income students make academic gains with the support of these supplemental tools.</p>	

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	<p>at -63.8 distance from standard in comparison to all students who are at -6.5 distance from standard.</p> <p>Educational partners (i.e., parents, teachers, counselors, administrators) indicated that the Foster Youth and low-income student groups need supplemental curriculum, instruction and progressing monitoring tools with instructional materials and technology as they are financially challenged due to their instability of basic needs including housing and family support and do not have access to funds to pay for supplemental materials and or tutoring services. These student groups need these supplemental instructional materials and services to master the Essential Standards and make gains on CAASPP tests.</p> <p>After reviewing 2023-24 CAASPP data, educational partners indicated that there continues to be a need for supplemental curriculum, instruction and progress monitoring for students needing additional support to close the achievement gap.</p> <p>Scope: LEA-wide</p>		
1.9	<p>Action: Instructional Practices</p> <p>Need:</p>	Based on the needs of the Foster Youth and low-income student groups, they need their teachers to have support from an Instructional Lead Teacher and Director, Teaching and Learning to guide their teachers in adjusting the curriculum and monitoring student achievement.	CAASPP ELA and Math, Metric 1.1

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	<p>Chronic Absenteeism rate (2022-23) for Foster Youth is 36.4% in comparison to all students who are at 14.2%.</p> <p>Furthermore, the Chronic Absenteeism rate (2023-24) for Foster Youth did not report a rate for Foster Youth (as there were fewer than 11 students in the group), in comparison to all students who are at 10.1%.</p> <p>CAASPP 2022-23 ELA data identified that Foster Youth are at -75.9 distance from standard in comparison to all students who are at +33.5 distance from standard.</p> <p>Furthermore, CAASPP 2023-24 ELA data did not report a performance level for Foster Youth (as there were fewer than 11 students in the group), though all students are at a +29.3 distance from standard.</p> <p>CAASPP 2022-23 Math data identified that Foster Youth are at -134.1 distance from standard in comparison to all students who are at -5.3 distance from standard.</p> <p>Furthermore, CAASPP 2023-24 Math data did not report a performance level for Foster Youth (as there were fewer than 11 students in the group), though all students are at a +6.5 distance from standard.</p> <p>CAASPP 2022-23 ELA data identifies that the low- income student group is at -9.4 distance from standard in comparison to all students who are at +33.5 distance from standard.</p>	<p>An Instructional Lead Teacher and Director, Teaching and Learning will work with the teachers of Foster Youth and low-income students to guide teachers in adjusting the curriculum and monitoring student achievement as needed to ensure these students can learn the Essential Standards and make gains on their CAASPP scores despite their high chronic absenteeism rates.</p> <p>As the 2023-24 Foster Youth data does not report a performance level (as there were fewer than 11 students in the group) and the 2023-24 low-income student group continues to have a disparity, there persists to be a need for an Instructional Lead Teacher to support teachers of Foster Youth and low-income students as these student groups have the continued Tier I and Tier II support to make academic gains.</p> <p>This action is being provided on an LEAwide basis to maximize the overall impact of all students who can benefit from having an Instructional Leader Teacher and Director, Teaching and Learning provide support to their teachers.</p> <p>This is the most effective use of funds for the Foster Youth and low-income student groups because based on CCUSD's observations from past years, we feel that students who have chronic absenteeism rates benefit from their teachers having an Instructional Lead Teacher and Director, Teaching and Learning to guide them in adjusting curriculum as needed so students learn the Essential Standards which will have a positive</p>	

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	<p>Furthermore, CAASPP 2023-24 ELA data identifies that the low- income student group is at -11.2 distance from standard in comparison to all students who are at +29.3 distance from standard.</p> <p>Educational partners (i.e., teachers, counselors, administrators) indicated that the Foster Youth and low-income student groups, which both have high levels of chronic absenteeism rates due to their instability in housing and family support, need a Site-based Instructional Lead Teacher and Director, Teaching and Learning who will provide support to teachers of these student groups so students learn to Essential Standards and make gains on their CAASPP scores.</p> <p>After reviewing 2023-24 CAASPP and chronic absenteeism data, educational partners indicated that there continues to be a need for Instructional Lead Teachers and Director, Teaching and Learning to guide and support teachers of Foster Youth and low-income students as they will assist in adjusting the curriculum and monitoring student achievement.</p> <p>Scope: LEA-wide</p>	<p>impact upon their mastery of the Essential Standards and CAASPP scores.</p>	
1.10	<p>Action: College and Career Advising</p>	<p>Based on the feedback and data, the English Learners, Foster Youth and low-income student groups need to increase their achievement on the</p>	<p>CAASPP ELA and Math, Metric 1.1</p>

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	<p>Need: CAASPP ELA 2022-23 data identified that EL students are at -32.9 distance from standard in comparison to all students who are at +33.5 distance from standard.</p> <p>Furthermore, CAASPP ELA 2023-24 data identified that EL students are at -43.3 distance from standard in comparison to all students who are at +29.3 distance from standard.</p> <p>CAASPP 2022-23 ELA data identified that Foster Youth are at -75.9 distance from standard in comparison to all students who are at +33.5 distance from standard.</p> <p>Furthermore, CAASPP 2023-24 ELA data did not report a performance level for Foster Youth (as there were fewer than 11 students in the group), though all students are at a +29.3 distance from standard.</p> <p>CAASPP Math 2022-23 data identified that EL students are at -61.9 distance from standard in comparison to all students who are at -5.3 distance from standard.</p> <p>Furthermore, CAASPP Math 2023-24 data identified that EL students are at -71.9 distance from standard in comparison to all students who are at -6.5 distance from standard.</p> <p>CAASPP 2022-23 Math data identified that Foster Youth are at -134.1 distance from</p>	<p>CAASPP ELA and Math tests for college and career readiness. College and career readiness and advisement on the importance of focusing on their academics will increase student knowledge of college and career readiness.</p> <p>Therefore, it would benefit the English Learners, Foster Youth and low-income student groups to have college and career advising. In doing so, they will receive the services they need to assist with college and career advising and understand the importance of strong academics to increase their post-secondary opportunities.</p> <p>This action is being provided on an LEAwide basis to maximize college and career advising for all high school students.</p> <p>This is the most effective use of funds for the English Learner, Foster Youth and low-income student groups because past practice indicates that the more support these student groups receive in college and career advisement, the more post-secondary opportunities will be available to them.</p> <p>After reviewing the 2023-24 CAASPP data, there continues to be a need for college and career advising for English learners, Foster Youth and low-income students.</p>	

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	<p>standard in comparison to all students who are at -5.3 distance from standard.</p> <p>Furthermore, CAASPP 2023-24 Math data did not report a performance level for Foster Youth (as there were fewer than 11 students in the group), though all students are at a +6.5 distance from standard.</p> <p>CAASPP 2022-23 ELA data identifies that the low- income student group is at -9.4 distance from standard in comparison to all students who are at +33.5 distance from standard.</p> <p>Furthermore, CAASPP 2023-24 ELA data identifies that the low- income student group is at -11.2 distance from standard in comparison to all students who are at +29.3 distance from standard.</p> <p>Educational partners (i.e. parents, counselors, teachers, administrators) feedback and our survey data indicates that there is a need for college and career readiness advising for CCUSD's English Learner, Foster Youth and low-income students. Foster Youth and low-income students experienced trauma due to instability of housing and their parents may not have the knowledge to support them for college entrance and or career preparedness. The parents of English Learner may not have the language skills and or the understanding of the American University System to support their students for college entrance and or career preparedness.</p>		

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	<p>After reviewing the 2023-24 CAASPP data for English learners, Foster Youth and low-income students which continues to indicate disparities between these groups in comparison to the scores for all students, educational partners indicated that there continues to be a need for college and career advising for English learners, Foster Youth and low-income students.</p> <p>Scope: LEA-wide</p>		
2.2	<p>Action: Adaptive Standards Aligned Supplemental Curriculum</p> <p>Need: CA School Dashboard ELA data (2023) for English learner students indicates that EL Students are -32.9 distance from standard in comparison to all students who are +33 distance from standard.</p> <p>CA School Dashboard Math data (2023) for English learner students indicates that EL Students are -61.9 distance from standard in comparison to all students who are -5.3 distance from standard.</p> <p>Based on LCAP survey results, 86% of the respondents agreed that students benefited from intervention supports. Educational Partner feedback indicated the importance of</p>	<p>Based on the needs of EL students use of formative assessment data will help teachers monitor English learners progress. Standards based adaptive diagnostic tools will help identify misconceptions in regards to learning acquisition.</p> <p>Adaptive diagnostic tools are needed to monitor EL student performance toward proficiency of academic standards while identifying language acquisition learning gaps.</p> <p>This action is being provided on an LEA-wide basis so that learning gaps can be identified in comparison to all students.</p> <p>This is the most effective use of funds for English learner students because research states that diagnostic assessments tools such as iReady promote engagement and access; integrates strategic scaffolds and supports academic language development for English language learners.</p>	<p>CAASPP ELA and Math data CA School Dashboard Interim assessments Diagnostic Assessment</p>

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	<p>assessing English learners language acquisition through standards based tools.</p> <p>Scope: LEA-wide</p>		
2.8	<p>Action: Site-Based Instructional Lead</p> <p>Need: Chronic Absenteeism rate (2022-23) for Foster Youth is 36.4% in comparison to all students who are at 14.2%.</p> <p>Furthermore, the Chronic Absenteeism rate (2023-24) for Foster Youth did not report a rate for Foster Youth (as there were fewer than 11 students in the group), in comparison to all students who are at 10.1%.</p> <p>CAASPP 2022-23 ELA data identified that Foster Youth are at -75.9 distance from standard in comparison to all students who are at +33.5 distance from standard.</p> <p>Furthermore, CAASPP 2023-24 ELA data did not report a performance level for Foster Youth (as there were fewer than 11 students in the group), though all students are at a +29.3 distance from standard.</p> <p>CAASPP 2022-23 Math data identified that Foster Youth are at -134.1 distance from</p>	<p>Based on the needs of the Foster Youth and low-income student groups, they need their teachers to have support from an Instructional Lead Teacher to guide their teachers in adjusting the curriculum and monitoring student achievement to ensure students can learn the Essential Standards for higher achievement on CAASPP tests.</p> <p>An Instructional Lead Teacher will work with the teachers of Foster Youth and low-income students to guide teachers in adjusting the curriculum and monitoring student achievement as needed to ensure these students can learn the Essential Standards and make gains on their CAASPP scores despite their high chronic absenteeism rates.</p> <p>As the 2023-24 Foster Youth data does not report a performance level (as there were fewer than 11 students in the group) and the 2023-24 low-income student group continues to have a disparity, there persists to be a need for an Instructional Lead Teacher to support teachers of Foster Youth and low-income students as these student groups have the continued Tier I and Tier II support to make academic gains.</p>	CAASPP ELA and Math, Metric 1.1

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	<p>standard in comparison to all students who are at -5.3 distance from standard.</p> <p>Furthermore, CAASPP 2023-24 Math data did not report a performance level for Foster Youth (as there were fewer than 11 students in the group), though all students are at a +6.5 distance from standard.</p> <p>CAASPP 2022-23 ELA data identifies that the low- income student group is at -9.4 distance from standard in comparison to all students who are at +33.5 distance from standard.</p> <p>Furthermore, CAASPP 2023-24 ELA data identifies that the low- income student group is at -11.2 distance from standard in comparison to all students who are at +29.3 distance from standard.</p> <p>Educational partners (i.e., teachers, counselors, administrators) indicated that the Foster Youth and low-income student groups, which both have high levels of chronic absenteeism rates due to their instability in housing and family support, need a Site-based Instructional Lead Teacher who will provide support to teachers of these student groups so students learn to Essential Standards and make gains on their CAASPP scores.</p> <p>After reviewing 2023-24 CAASPP and chronic absenteeism data, educational partners indicated that there continues to be a need for Instructional Lead Teachers to guide and</p>	<p>An Instructional Lead Teacher will work with the teachers of low-income students to guide teachers in adjusting the curriculum and monitoring student achievement as needed to ensure these students can learn the Essential Standards for higher achievement on CAASPP tests despite their high chronic absenteeism rates.</p> <p>This action is being provided on an LEAwide basis to maximize the overall impact of all students who can benefit from having an Instructional Leader Teacher provide support to their teachers.</p> <p>This is the most effective use of funds for the Foster Youth and low-income student groups because based on CCUSD's observations from past years, we feel that students who have chronic absenteeism rates benefit from their teachers having an Instructional Lead Teacher to guide them in adjusting curriculum as needed so students learn the Essential Standards which will have a positive impact upon their mastery of the Essential Standards and CAASPP scores.</p>	

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	<p>support teachers of Foster Youth and low-income students as they will assist in adjusting the curriculum and monitoring student achievement.</p> <p>Scope: LEA-wide</p>		
2.9	<p>Action: Provide and Expand Alternative Pathway Learning Programs for English Learners and low-income students</p> <p>Need: DataQuest data for 2022-23 shows that 42.9% of English learner students graduate meeting UC/CSU (A-G) requirements, compared to 69.9% of all students.</p> <p>Furthermore, DataQuest data for 2023-24 shows that 38.2% of English learner students graduate meeting UC/CSU (A-G) requirements, compared to 69.9% of all students.</p> <p>DataQuest data for 2022-23 shows that 62.8% of low-income students graduate meeting UC/CSU (A-G) requirements, compared to 69.9% of all students.</p> <p>Furthermore, DataQuest data for 2023-24 shows that 57.9% of low-income students graduate meeting UC/CSU (A-G) requirements, compared to 69.9% of all students.</p>	<p>Based on the needs of English Learner (EL) and low-income students, alternative learning programs offer vital academic support and remediation. These programs are A-G aligned and support students' college and career preparation goals providing students with credit recovery options for those who have fallen behind in coursework.</p> <p>The need for more rigorous high school academic language acquisition may cause English learners to fall behind in their coursework. Alternative learning programs are needed for English learners to learn at their own pace and receive differentiated opportunities to demonstrate their knowledge through alternative assignments.</p> <p>Alternative learning programs are needed for low-income students due to low income students financial instability. Low-income students may lack reliable transportation or need to work part-time jobs which may cause low-income students to fall behind in their course work and need credit recovery learning program options.</p> <p>As the 2023-24 data for English learners meeting UC/CSU (A-G) requirements decreased as did the</p>	Course Completion Rates of APEX, Meeting UC/CSU Graduation Requirements, Metric 2.8 Attendance

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	<p>Feedback from Educational Partners indicate that alternative academic programs are needed for students who need extra support. The LPAC Parent Advisory committee noted that students learn and demonstrate their knowledge in different ways.</p> <p>After reviewing 2023-24 Dataquest data, educational partners indicated that there continues to provide and expand Alternative Pathway Learning programs for English Learners and low-Income students.</p> <p>Scope: LEA-wide</p>	<p>data for low-income students, the need for providing and expanding alternative pathway learning programs persists to ensure these subgroups meet UC/CSU minimum entry requirements.</p> <p>This action is being provided on an LEA-wide basis to provide support to all students who may need alternative learning.</p> <p>This is the most effective use of funds for English Learners (EL) and low-income students because based on our observations from past years, alternative learning pathways for credit recovery help students stay on track for graduation and improve opportunities for future college and career success.</p>	
3.1	<p>Action: Professional Development</p> <p>Need: Suspension rates (2022-23) show 1.7% of All Students have been suspended one or more days; while 12.2% Homeless Students, 3.0% Socioeconomically Disadvantaged, and 16.7% Foster Youth have been suspended one or more days.</p> <p>Furthermore, Suspension rates (2023-24) show 1.1% of All Students have been suspended one or more days; while 10% Homeless Students, 2.0% Socioeconomically Disadvantaged, and n/a% Foster Youth have been suspended one or more days.</p>	<p>Based on the needs of low-income student groups there is a need to maintain efforts to continue the positive gains teachers and counselors have made regarding culturally inclusive responses and programming to better understand the needs of students and to support and engage students in their learning.</p> <p>Therefore, there is continued benefit for low-income student groups if educators (i.e., teachers, counselors, administrators) participate in professional development opportunities based on culturally relevant teaching practices, culturally inclusive curriculum, and implicit bias for educators (i.e., culturally relevant teaching practices or curriculum, Hatching Results).</p>	Suspension data, Metric 3.10; and Chronic Absenteeism Data, Metric 6.1

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	<p>CA School Dashboard Chronic Absenteeism (K-8) 2022-2023 14.2% of All Students, 35.1% Homeless, 21.0% Socioeconomically Disadvantaged, 36.4% Foster Youth, 19.3% English Learners are chronically absent.</p> <p>Furthermore, CA School Dashboard Chronic Absenteeism (K-8) 2023-2024 10.1% of All Students, 45.5% Homeless, 16.8% Socioeconomically Disadvantaged, n/a% Foster Youth, 13.6% English Learners are chronically absent.</p> <p>Educational partners (i.e. parents, counselors, administrators) indicated that low-income student groups need their educators to be culturally inclusive to better understand their needs and to support and in which to engage students.</p> <p>After reviewing the Suspension and Chronic Absenteeism data, educational partners recognized the positive impact this goal had on student learning.</p> <p>The low-income, foster youth, and homeless student groups need culturally inclusive support as they experienced different home settings due to financial instability and or instability of housing. EL students need more culturally inclusive education so that their culture is valued regardless of their heritage while they are learning.</p>	<p>As the 2023-24 Suspension and Chronic Absenteeism rates have both decreased, there is a sustained need to continue with professional development.</p> <p>This action is being provided on an LEA-wide basis as all students will benefit from culturally relevant teaching practices, culturally inclusive curriculum and implicit bias for educators.</p> <p>This is the most effective use of funds for low-income students because research shows that students feel more comfortable and make more gains in academics when they have more culturally relevant teaching practices and culturally inclusive curriculum.</p>	

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	Scope: LEA-wide		
3.3	<p>Action: MTSS, Restorative Practices & PBIS</p> <p>Need: Suspension data (2022-23) shows that the homeless student group is at 12.2% in comparison to Suspension data showing 1.7% for all students.</p> <p>Furthermore, Suspension data (2023-24) shows that the homeless student group is at 10% in comparison to Suspension data showing 1.1% for all students.</p> <p>Suspension data (2022-23) shows that the Foster Youth student group is at 16.7% in comparison to Suspension data showing 1.7% for all students.</p> <p>Furthermore, Suspension data (2023-24) shows that the Foster Youth student group is at n/a% in comparison to Suspension data showing 1.1%</p> <p>Based on feedback from educational partners (i.e., parents, counselors, administrators), the Foster Youth and homeless student groups suffer trauma due to instability of housing and family support which may impact their positive behavior at school attributing to their high suspension rates.</p>	<p>Based on these needs, Homeless and Foster Youth need support to make positive behaviors choices at school. MTSS, PBIS and Restorative practices have proven records on the positive impact they have on student decision making and overall student behavior.</p> <p>Therefore, it would benefit Homeless and Foster Youth to have the support of MTSS, PBIS and Restorative Practices at school to support them in positive behavior decisions which will decrease their suspension rates.</p> <p>As the 2023-24 Suspension rates for Homeless students have decreased and those for the Foster Youth are not available, there is a sustained need to continue with the implementation of MTSS, Restorative Practices and PBIS to support these student groups.</p> <p>This action is being provided on an LEAwide basis to maximize positive behavior supports for all students.</p> <p>This is the most effective use of funds for Foster Youth and homeless students because observations from past years indicate that when students receive supports such as MTSS, PBIS and Restorative Practices, students make positive behavior choices resulting in fewer suspensions.</p>	Suspension rates, Metric 6.2

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>After reviewing the Suspension data for Homeless and Foster Youth students, educational partners recognize the positive impact MTSS, Restorative Practices and PBIS have had on suspension rates for the Homeless and Foster Youth subgroups and support continuing the implementation of these programs.</p> <p>Scope: LEA-wide</p>		
3.6	<p>Action: Mental Health Support</p> <p>Need: CA School Dashboard Chronic Absenteeism (K-8) 2022-2023 14.2% of All Students, 35.1% Homeless, 21.0% Socioeconomically Disadvantaged, 36.4% Foster Youth, 19.3% English Learners are chronically absent.</p> <p>Furthermore, CA School Dashboard Chronic Absenteeism (K-8) 2023-2024 10.1% of All Students, 45.5% Homeless, 16.8% Socioeconomically Disadvantaged, n/a% Foster Youth, 13.6% English Learners are chronically absent.</p> <p>Suspension rates (2022-23) show 1.7% of All Students have been suspended one or more days; while 12.2% Homeless Students, 3.0% Socioeconomically Disadvantaged, 16.7%</p>	<p>Based on the feedback and data, the English Learners, Foster Youth, low-income and homeless student groups who need mental health services will receive access to immediate mental health service regardless of their financial status.</p> <p>Therefore, the benefit for English Learners, Foster Youth, low-income and homeless student groups will be to have an early intervention and access to a referral system for outside mental health resources that are not dependent upon specific insurance. In doing so, they will receive the services they need to assist with their mental health needs to support their attendance, positive behavior, and well-being.</p> <p>After reviewing the 2023-24 Chronic Absenteeism and Suspension data which indicates that numbers have decreased for all groups with the exception of chronic absenteeism for Homeless students (increased by 10.4%) the need for Mental Health Support for these sub-groups continues to</p>	<p>Suspension rates, Metric 6.2; Attendance rates, Metric 6.10; Care Solace usage, Metric 3.9</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Foster Youth and 1.4% English learners have been suspended one or more days.</p> <p>Furthermore, Suspension rates (2023-24) show 1.1% of All Students have been suspended one or more days; while 10% Homeless Students, 2.0% Socioeconomically Disadvantaged, n/a% Foster Youth, and 1.5% English learners have been suspended one or more days</p> <p>Educational partners feedback (i.e. parents, counselors, administrators) and data indicate that there is a need for mental health services for these student groups regardless of their family's income and or insurance. Low-income and homeless students lack access to consistent mental support due to financial limitations. Foster Youth students continue to experience trauma due to instability of home placement. The parents of English Learners do not have access to resources due to the parents not being familiar with how the mental health support system works in the US. There is a need for these student groups to receive access to immediate mental health services regardless of their financial status and or insurance.</p> <p>After reviewing the 2023-24 Chronic Absenteeism and Suspension data, the need for Mental Health Support for these sub-groups continues to be a need.</p> <p>Scope:</p>	<p>be a need as it has had a positive impact on these sub-groups.</p> <p>This action is being provided on an LEA-wide basis to maximize mental health support for all students who may have experienced trauma.</p> <p>This is the most effective use of funds for the English Learner, low-income, homeless, and Foster Youth student groups because research states that students who have the support to address their trauma and or negative experiences attend school and have more positive experiences while there, which will be evidence by improved suspension and attendance data. Additionally, care solace will be monitored for usage.</p>	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
4.1	<p>Action: Increase Access to AVID Secondary Electives and Elementary College and Career Engagement Opportunities for English Learners</p> <p>Need: CA School Dashboard College and Career Indicators (prepared level) data (2022-23) indicated 25% of English learners (EL) were status level "prepared" compared to 62.5% of all students.</p> <p>Furthermore, CA School Dashboard College and Career Indicators (prepared level) data (2023-24) indicates 30.8% of English learners (EL) were status level "prepared" compared to 62.8% of all students.</p> <p>Educational partner feedback indicated the need for providing personalized pathways and enrichment opportunities for English learners. Educational partners noted this goal should provide students with personalized learning pathways encompassing leadership, career, technical, artistic and athletic disciplines while supporting diverse educational opportunities.</p> <p>After reviewing the 2023-24, there is a continued need to increase access to these courses for English learners.</p>	<p>Based on the needs of English Learners (EL), the AVID program will be expanded at CCMS and CCHS to support English Learners college and career preparedness opportunities offered in the AVID program and Elementary college and career enrichment activities.</p> <p>The CA School Dashboard College and Career Indicators (prepared level) data (2023-24) indicate that English learners had an increase of 5.8% in their College and Career Prepared Level Indicators. Therefore, the increased access to AVID Secondary Electives and Elementary College and Career Engagement Opportunities for English learners should be sustained.</p> <p>This action is being provided on an LEA-wide basis because the AVID College and Career Readiness framework provides researched-based resources that support grade-level content learning in English in elementary and secondary integrated settings.</p> <p>This is the most effective use of funds for English Learners because research-based AVID strategies provide student discussion and collaboration opportunities for English language development.</p>	CAASPP ELA and Math Increased number of pupils enrolled in AVID by grade level; CA School Dashboard College and Career Indicators, Metric 4.6

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: Schoolwide		
5.2	<p>Action: Seal of Biliteracy and Pathway to Biliteracy</p> <p>Need: English Learners are at a 14.3% (2022-23) of earning the Seal of Biliteracy, whereas students overall are at a 33.3% of earning a Seal of Biliteracy.</p> <p>Furthermore, English Learners are at a 23.5% (2023-24) of earning the Seal of Biliteracy, whereas students overall are at a 30.5% of earning a Seal of Biliteracy.</p> <p>CCUSD was the first district to implement an immersion program in California starting with Spanish and later including Japanese. Students who matriculate through this program become dual language learners. Due to the significant amount of dual language learners, CCUSD has a dual-language immersion TOSA. Based on feedback from educational partners (i.e., parents, teachers, counselors, administrators) due to English language barriers, English Learners need support and guidance to be on the pathway to Biliteracy and earn a Seal of Biliteracy upon high school graduation.</p> <p>Educational partners continue to support the implementation of this action.</p>	<p>Based on these needs, English Learners need support and guidance about the Pathway to Biliteracy with the ultimate goal of earning a Seal of Biliteracy at graduation.</p> <p>A Dual Language Immersion Teacher on Special Assignment (TOSA) will meet with students in the classroom and host parent/family meetings to support and encourage English Learners to complete the Pathway to Biliteracy.</p> <p>After reviewing the 2023-24 data, which shows a continued disparity between All Students and English learners in earning the Seal of Biliteracy, educational partners support the continued implementation of support for English learners to assist them in earning the Seal of Biliteracy.</p> <p>This action is being provided on an LEA-wide basis to maximize the importance of the Pathway to Biliteracy and the Seal of Biliteracy for all students.</p> <p>This is the most effective use of funds for English Learners as based on our observations English Learners who earn the Seal of Biliteracy are more confident and prouder of their accomplishment. The impact of their confidence spreads to other aspects of their life which positively impacts the number of opportunities available to them.</p>	<p>The number of English learners who: complete the Pathway to Biliteracy earn the Seal of Biliteracy upon graduation, Metric 5.3</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: Schoolwide		
5.5	<p>Action: Community Liaison</p> <p>Need: English Learner student groups' reclassification data shows 11.3% (22-23) of English Learners were Reclassified. This was a .3 decrease from the previous year (21-22).</p> <p>Educational partners (i.e. parents, teachers, counselors, administrators) provided feedback that English Learners need more parent/guardian/family involvement in the school. In doing so, students will become better connected to the school which will positively impact their academics and reclassification rate.</p> <p>Scope: LEA-wide</p>	<p>Based on the needs of English Learners, CCUSD will provide a part-time community liaison at each school site. It would benefit Reclassification rates as parents/guardians/families become involved in the schools.</p> <p>Therefore, it would positively benefit English Learners to have a community liaison to engage with parents/guardians/families of English Learners to increase their participation rate in attending school events, parent conferences and or English Learning Advisory Council meetings.</p> <p>This action is being provided as a LEA-wide action as it would benefit all students to have a community liaison at the school sites who actively interact with parents/guardians in hopes of increasing their participation rate in school activities.</p> <p>This is the most effective use of funds for English Learners as our observations from past years indicate that as a parent/guardian becomes more involved in the school, the student's achievement rates are positively impacted. Increased academic achievement will lead to higher reclassification rates.</p>	Reclassification Rates CAASPP ELA Scores
5.6	<p>Action: Supplemental English Learner support in Dual Language Immersion Program for English language acquisition</p>	Based on the needs of English Learners in the Dual Language program, CCUSD will provide a Dual Language TOSA to support and provide materials and planning that are necessary and needed to provide English instruction in the	CAASPP ELA scores, Metric 1.1; Reclassification Rates, Metric 5.1;

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Need: CAASPP ELA data (2022-23) identifies that EL students are at -32.9 distance from standard in comparison to all students who are at +33.5 distance from standard.</p> <p>Furthermore, CAASPP ELA data (2023-24) identifies that EL students are at -43.3 distance from standard in comparison to all students who are at +29.3 distance from standard.</p> <p>English Learner student groups' reclassification data shows 14% (2022-23) of English Learners were Reclassified.</p> <p>Furthermore, English Learner student groups' reclassification data shows 15% (2023-24) of English Learners were Reclassified.</p> <p>Educational partners (i.e., parents, teachers, administrators) indicated that English Learners in the Dual Language program need additional support as they learn to master two languages at the same time. The needs of English Learners differ as they are learning two languages at the same time.</p> <p>After reviewing the 2023-24 data, educational partners determined with continuing to provide the additional support to English Learners.</p> <p>Scope: Schoolwide</p>	<p>Language Immersion Program. CCUSD offers dual language programs in Spanish or Japanese. Curricular support and materials differ for dual language Learners and it is difficult to find materials and support in Japanese. The Dual Language Immersion TOSA will provide the support and materials needed for students to make academic growth in English.</p> <p>Therefore, it would positively benefit English Learners to have a Dual Language Immersion TOSA to provide curricular support and materials for the dual language learners especially as it is difficult to find/provide materials for students in Japanese.</p> <p>After reviewing the 2023-24 data, educational partners agree with providing the additional support to English Learners as there continues to be a disparity in the CAASPP ELA data comparing the scores of All Students to those of English Learners.</p> <p>This action is being provided as school-wide action as it would benefit English Learners in the Dual Language Program to have a Dual Language Immersion TOSA for support and materials provided by this position to supplement the curricular offerings.</p> <p>This is the most effective use of funds for English Learners as our observations from past years indicate that the supplemental curricular and materials support provided by a Dual Language Immersion TOSA provide support for the English Learners in the district's dual language programs</p>	<p>Pathway to Biliteracy Participation</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		and have resulted in increased pathway participation.	
5.7	<p>Action: Science Technology, Engineering, Arts, and Mathematical Pre-pathway (STEAM)</p> <p>Need: CAASPP ELA 2022-23 data identified that EL students are at -32.9 distance from standard in comparison to all students who are at +33.5 distance from standard.</p> <p>Furthermore, CAASPP ELA 2023-24 data identified that EL students are at -43.3 distance from standard in comparison to all students who are at +29.3 distance from standard.</p> <p>CAASPP Math 2022-23 data identified that EL students are at -61.9 distance from standard in comparison to all students who are at -5.3 distance from standard.</p> <p>Furthermore, CAASPP Math 2023-24 data identified that EL students are at -71.9 distance from standard in comparison to all students who are at -6.5 distance from standard.</p> <p>CAASPP 2022-23 ELA data identified that Foster Youth are at -75.9 distance from standard in comparison to all students who are at +33.5 distance from standard.</p>	<p>Based on the needs of English Learners, Foster Youth and low-income students, hands-on learning experiences are needed to positively impact their mastery of Essential Standards which a focus being on English and math.</p> <p>CCUSD will provide a supplemental hands-on, learning opportunities for TK-5 through a language rich STEAM model that expands language rehearsal (opportunities to speak) through engaging, project-based learning opportunities that are aligned with the Next Generation Science Standards (NGSS). Support for planning and STEAM implementation will be provided by CCUSD's Science TOSA and the Culver City Arts and Innovation Lab (CCAIL) Teachers.</p> <p>The 2023-24 data for English Learners, Foster Youth, and low-income students continues to demonstrate a disparity between all students and the unduplicated students. Therefore, there is a continued need to provide the STEAM program to support the UPPs in English, math and Science.</p> <p>This action is being provided on an LEA-wide basis to maximize the impact on hands-on, supplemental learning experiences for all students.</p> <p>This is the most effective use of funds for English Learners, Foster Youth and low-income students because research supports hand-on learning and the impact it has upon student retention of learning. These learning opportunities are critical</p>	Reclassification Rates, Metric 5.1; CAASPP ELA and Math scores, Metric 1.1

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Furthermore, CAASPP 2023-24 ELA data did not report a performance level for Foster Youth (as there were fewer than 11 students in the group), though all students are at a +29.3 distance from standard.</p> <p>CAASPP 2022-23 Math data identified that Foster Youth are at -134.1 distance from standard in comparison to all students who are at -5.3 distance from standard.</p> <p>Furthermore, CAASPP 2023-24 Math data did not report a performance level for Foster Youth (as there were fewer than 11 students in the group), though all students are at a +6.5 distance from standard.</p> <p>CAASPP 2022-23 ELA data identifies that the low-income student group is at -9.4 distance from standard in comparison to all students who are at +33.5 distance from standard.</p> <p>Furthermore, CAASPP 2023-24 ELA data identifies that the low-income student group is at -11.2 distance from standard in comparison to all students who are at +29.3 distance from standard.</p> <p>CAASPP 2022-23 Math data identifies that the low-income student group is at -65.7 distance from standard in comparison to all students who are at -5.3 distance from standard.</p> <p>Furthermore, CAASPP 2023-24 Math data identifies that the low-income student group is at -63.8 distance from standard in comparison</p>	<p>for English Learners, Foster Youth and Homeless students as they may have not had consistent learning situations during their school years.</p>	

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	<p>to all students who are at -6.5 distance from standard.</p> <p>Educational partners (i.e., parents, teachers, administrators) indicated that English Learners, Foster Youth and low-income students need teachers to provide supplemental, hands-on learning experiences to help master the Essential Standards. Whereas English Learners have language barriers that impact their learning, Foster Youth and low-income students have home instability and lack of family support that impact their learning.</p> <p>After reviewing the data, educational partners continue to support the Science Technology, Engineering, Arts, and Mathematical Pre-pathway (STEAM) for Foster Youth, English Learners and low-income students. This goal is supported by lab teachers and a CCUSD Arts Coordinator.</p> <p>Scope: LEA-wide</p>		
6.3	<p>Action: Use of Communication App to reduce chronic absenteeism for English Learners and low income students</p> <p>Need: Chronic Absenteeism rate (2022-23) for English learner (EL) student group was 19.3%</p>	<p>To support English Learners (EL) and low-income students, a communication and monitoring system is needed to inform parents and families about the importance of attendance through phone calls, text and email. This is an convenient mode of communication delivery to learn more information from the school and increase attendance of their students.</p>	<p>Attendance Rates and Chronic Absenteeism, Metric 6.1</p>

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	<p>in comparison to all students who are at 14.2%.</p> <p>Furthermore, Chronic Absenteeism rate (2023-24) for English learner (EL) student group was 13.6% in comparison to all students who are at 10.1%.</p> <p>Chronic Absenteeism rate (2022-23) for low-income student group was 21% in comparison to all students who are at 14.2%.</p> <p>Furthermore, Chronic Absenteeism rate (2023-24) for low-income student group was 16.8% in comparison to all students who are at 10.1%.</p> <p>Educational Partners expressed the need to reduce chronic absenteeism by supporting a safer more welcoming learning environment for all students. 75% of LCAP Survey respondents indicated that programs to promote attendance improvement was very important or important. Educational partners noted that communication would support engagement in the school environment.</p> <p>After reviewing the data, Educational Partners continue to support the use of a communication platform to support English Learners and low-income students in regards to their school attendance.</p> <p>Scope:</p>	<p>Low income families working multiple jobs may need a more convenient mode of communication with the school. Additionally, a communication app will engage families by providing information on school and district events, holidays, assessment dates and other important details.</p> <p>A communication platform such as ParentSquare is needed to keep students and parents, guardians and families of English Learners and low income students informed about important details in the school community.</p> <p>The 2023-24 Chronic Absenteeism data displays a lower chronic absenteeism rate for both the English Learners and low-income student groups which may relate to the implementation of the communication platform used with parents and students.</p> <p>This action is being provided on an LEA-wide basis to maximize the overall impact of attendance monitoring in lowering chronic absenteeism.</p> <p>This is the most effective use of funds for English Learners (EL) and low income students because based our observations from past year, frequent and convenient communication keeps families engaged in the school community.</p>	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
6.5	<p>Action: Counseling</p> <p>Need: Based on the needs of Foster Youth, English Learners (EL), and low-income students, there is an increased need for counseling services. This action will identify the wrap-around services needed by identified students. CCUSD will implement uniform procedures across schools to provide wrap-around service.</p> <p>Chronic Absenteeism data (2022-23) showed that English learner student group is at 19.3%; low-income student group at 21%; homeless student group is at 35.1%; and the Foster Youth student group is at 36.4% while for all students it is at 14.2%.</p> <p>Furthermore, Chronic Absenteeism data (2023-24) showed that English learner student group is at 13.6%; low-income student group at 16.8%; homeless student group is at 45.5%; and the Foster Youth student group is at n/a% while for all students it is at 10.1%.</p> <p>Suspension data (2022-23) showed that English Learners student group is at 1.4%; low-income student group at 3%, homeless student group is at 12.2%; and the Foster Youth student group is at 16.7% while for all students it is at 1.7%.</p>	<p>Based on the needs of Foster Youth, English Learners (EL), and low-income students we are providing additional support through counseling to mitigate suspension and attendance issues. This action is being provided on an LEA-wide basis to maximize the overall impact of counseling and wrap-around support for all students who may need counseling including empathy interviews to intervene when attendance rates, chronic absenteeism and suspension rates need attention. This counseling will be preventative at the first sign students are struggling.</p> <p>The 2023-24 chronic absenteeism data shows a decrease for student groups with the exception of homeless students. 2023-24 Suspension data shows a decrease for student groups with the exception of a 1 increase for English Learners. As the Chronic Absenteeism and Suspension rates for the unduplicated students have primarily increase with the additional counselors, the continued support of additional counselors is overwhelmingly supported for UPP.</p> <p>This is the most effective use of funds for English Learners (EL), low-income, and Foster Youth because research states providing counseling and wrap-around services will facilitate success in school for students needing help.</p>	Attendance Rates and Chronic Absenteeism, Metric 6.1; and Suspension Rates, Metric 6.2

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	<p>Furthermore, Suspension data (2023-24) showed that English Learners student group is at 1.5%; low-income student group at 2%, homeless student group is at 10%; and the Foster Youth student group is at n/a% while for all students it is at 1.7%.</p> <p>Educational partners agreed that the English learner student group needs additional support from school counselors as they are new to the country, language and school system. Additionally, their parents are unfamiliar with the US educational system. Foster Youth and low-income students need additional support due to home instability.</p> <p>After reviewing the 2023-24 chronic absenteeism and suspension rates for English Learners, Foster Youth and low-income students, Educational Partners continue to support the additional counselors to support these student groups.</p> <p>Scope: LEA-wide</p>		
6.6	<p>Action: Mental Health Counseling</p> <p>Need: Chronic Absenteeism data (2022-23) showed that English learner student group is at 19.3%; low-income student group at 21%; homeless student group is at 35.1%; and the Foster</p>	<p>Based on the needs of Foster Youth, English Learners (EL), and low-income students, there is an increased need for mental health services and referrals to outside resources for our most vulnerable populations.</p> <p>CCUSD in-house mental health counselors and LCSWs are needed to assist in identifying the unique needs of UPP students.</p>	<p>Attendance Rates and Chronic Absenteeism, Metric 6.1; and Suspension Rates, Metric 6.2</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Youth student group is at 36.4% while for all students it is at 14.2%.</p> <p>Furthermore, Chronic Absenteeism data (2023-24) showed that English learner student group is at 13.6%; low-income student group at 16.8%; homeless student group is at 45.5%; and the Foster Youth student group is at n/a% while for all students it is at 10.1%.</p> <p>Suspension data (2022-23) showed that English Learners student group is at 1.4%; low-income student group at 3%, homeless student group is at 12.2%; and the Foster Youth student group is at 16.7% while for all students it is at 1.7%.</p> <p>Furthermore, Suspension data (2023-24) showed that English Learners student group is at 1.5%; low-income student group at 2%, homeless student group is at 10%; and the Foster Youth student group is at n/a% while for all students it is at 1.7%.</p> <p>Educational partners feedback (i.e. parents, counselors, administrators) and data indicate that there is a need for mental health services for these student groups regardless of their family's income and or insurance. Low-income and Homeless students lack access to consistent mental support due to financial limitations. Foster Youth students continue to experience trauma due to instability of home placement. English Learners parents do not have access to resources due to parents not being familiar with how the mental health</p>	<p>This action is being provided on an LEAwide basis to maximize the overall impact of mental health support for all students who may need mental health services. CCUSD will implement uniformed procedures across the schools to provide services.</p> <p>After reviewing the 2023-24 Chronic Absenteeism and Suspensions rates for UPPs which have primarily shown a decrease in both areas, there is a continued need of providing mental health supports for UPPs students</p> <p>This is the most effective use of funds for English Learners (EL), low-income, and Foster Youth because research states the prevalence of mental health issues among school-aged children has increased since returning to in-person instruction.</p>	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>support system works in the US. There is a need for these student groups to receive access to immediate mental health services regardless of their financial status and or insurance.</p> <p>CCUSD will provide mental health counselors to support care management of ELs, Foster Youth and low-income students in need to align family resources through SFSS. Whereas, two sites will have Family Centers with an LCSW to serve these populations, a third site will have a LCSW to meet the unique needs of the UPPs in a continuation school setting.</p> <p>After reviewing the 2023-24 data, Educational Partners continue to support the placement of mental health and LCSWs in the schools.</p> <p>Scope: LEA-wide</p>		

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
5.1	Action:	Based on the needs of English learners (23-24), CCUSD provided a tool that includes forms and	Reclassification Rates, Metric 5.1

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>Progress Monitoring, Reclassification using Ellevation, Interim ELPAC</p> <p>Need: English Learner student groups' Reclassification data shows 14% (22-23) of English Learners were Reclassified which will need to improve next year.</p> <p>Furthermore, English Learner student groups' Reclassification data shows 15% (23-24) of English Learners were Reclassified.</p> <p>CAASPP ELA 2022-23 data identified that EL students are at -32.9 distance from standard in comparison to all students who are at +33.5 distance from standard.</p> <p>Furthermore, CAASPP ELA 2023-24 data identified that EL students are at -43.3 distance from standard in comparison to all students who are at +29.3 distance from standard.</p> <p>CAASPP Math 2022-23 data identified that EL students are at -61.9 distance from standard in comparison to all students who are at -5.3 distance from standard.</p> <p>Furthermore, CAASPP Math 2023-24 data identified that EL students are at -71.9 distance from standard in comparison to all students who are at -6.5 distance from standard.</p>	<p>monitoring procedures in order to support the needs of English learners and monitor reclassification.</p> <p>Data (24-25) indicates that the English learner reclassification rates increased by 1%. Therefore, the use of Ellevation may be positively impacting the reclassification rates by providing an electronic resource to monitor English learner achievement.</p> <p>Based on the continued needs of English learners (24-25), CCUSD will continue to provide a tool that includes forms and monitoring procedures in order to support the needs of English Learners and monitor reclassification. The tool is provided on a web-based dashboard that breaks-down English learners by class, school, and district-wide data to track EL progress. This system provides easy data access for teachers to develop and differentiate lessons designed for English learners.</p>	

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>In 2023-24, the District's English Learner's Parent Advisory Council (DELAC) provided feedback that English Learners need to reclassify in a timely manner and reduce the number of Long-Term English Learners. Based on the needs assessment, English Learner students have language barriers and will need to be monitored closely to support their Reclassification process.</p> <p>In 2024-25, the DELAC reviewed the data and continue to support the use of Ellevation to monitor and support English learner students through their reclassification.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>		
5.3	<p>Action: ELD Site Chairs and Bilingual Instructional Aides</p> <p>Need: CAASPP ELA 2022-23 data identified that EL students are at -32.9 distance from standard in comparison to all students who are at +33.5 distance from standard.</p> <p>Furthermore, CAASPP ELA 2023-24 data identified that EL students are at -43.3 distance from standard in comparison to all students who are at +29.3 distance from standard.</p>	<p>Based on the needs of English Learners, CCUSD employed an ELD Teacher on Special Assignment (24-25) who monitored data trends of English Learners and professional development trends in best serving English Learners. The ELD TOSA met with site ELD chairpersons to share data and provide a train-the-trainer type professional development which they used to train their site teachers. This system provided a district-wide program, easy data access and met the professional development needs of teachers who teach English learners. ELD Site chairs and subject area teachers will be supported with bilingual Instructional Assistants who will assist students in their progress towards English proficiency and learning the Essential Standards.</p>	<p>Reclassification Rates, Metric 5.1</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>Educational partners (i.e., parents, teachers, administrators) provided feedback (23-24) that the teachers of English Learners need professional development to increase the English language acquisition skills of English Learners. Focused professional development for English learners differs from non-English Learners.</p> <p>After reviewing the English learner achievement data (23-24), the Educational partners (24-25) continue to support the need for ELD Site Chairs supported by a district ELD Specialist to ensure the program supports are uniformly implemented across the district's schools.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	<p>Whereas all students moved closer by +4.2 to the distance from standard, there continues to be a disparity for English learners whose distance from standard moved from -32.9 to -43.3 points from standard. Hence, this sub-group moved 10.4 points further away from the standard. Therefore, there is a continued need to provide the ELD Site Chairs and district support services to align the program and support English learners.</p>	
5.8	<p>Action: Tutoring</p> <p>Need: CAASPP ELA 2022-23 data identified that EL students are at -32.9 distance from standard in comparison to all students who are at +33.5 distance from standard.</p> <p>Furthermore, CAASPP ELA 2023-24 data identified that EL students are at -43.3 distance from standard in comparison to all students who are at +29.3 distance from standard.</p>	<p>Based on the needs of English learners, additional experiences need to be provided to English learners to speak English so they can practice and increase their language skills. Focused tutoring for English learners, enrichment opportunities and additional programming will be provided to English learners to expose them to additional experiences for language acquisition.</p> <p>Data indicates a continued disparity between the CAASPP ELA and Math scores (23-24). Whereas CAASPP scores indicate that all students continue to score well above standard (+29.3), English learners decreased 10.4 points by scoring -43.3 distance from standard.</p>	CAASPP ELA and Math, Metric 1.1

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>CAASPP Math 2022-23 data identified that EL students are at -61.9 distance from standard in comparison to all students who are at -5.3 distance from standard.</p> <p>Furthermore, CAASPP Math 2023-24 data identified that EL students are at -71.9 distance from standard in comparison to all students who are at -6.5 distance from standard.</p> <p>Educational partners (i.e., parents, teachers, counselors, administrators in 23-24) indicated that EL students needed focused tutoring, enrichment opportunities and additional programming to expose themselves to increased opportunities to work on their language acquisition. In doing so, their English language skills will become stronger which will positively impact their academics.</p> <p>Educational partners (i.e., parents, teachers, counselors, administrators in 24-25) indicate that EL students continue to need focused tutoring, enrichment opportunities and additional programming to expose themselves to increased opportunities to work on their language acquisition. In doing so, their English language skills will become stronger which will positively impact their academics.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	<p>Math CAASPP scores (23-24) also show the disparity with all students scoring -6.5 distance from standard and English learners moved 10 points further away from standard to -71.9.</p> <p>Data (23-24) indicates a continued need for targeted English learner tutoring to expose them to additional experiences for language acquisition.</p>	

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.

Not Applicable

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	Not applicable
Staff-to-student ratio of certificated staff providing direct services to students	N/A	Not applicable

2025-26 Total Planned 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	\$73,270,165	\$5,549,273	7.574%	0.000%	7.574%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$83,771,445.00	\$586,155.00	\$0.00	\$97,662.00	\$84,455,262.00	\$82,256,679.00	\$2,198,583.00

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	Teacher Induction	All	No			All Schools	ongoing	\$101,862.00	\$0.00	\$20,000.00			\$81,862.00	\$101,862.00	0%
1	1.2	Teacher Induction	All Students with Disabilities	No			All Schools	ongoing	\$13,800.00	\$0.00				\$13,800.00	\$13,800.00	0%
1	1.3	Assistive Technology	Students with Disabilities	No			All Schools	ongoing	\$0.00	\$95,899.00		\$95,899.00			\$95,899.00	0%
1	1.4	Data Management for PLCs	English Learners	Yes	LEA-wide	English Learners	All Schools	ongoing	\$0.00	\$85,000.00	\$85,000.00				\$85,000.00	0%
1	1.5	Teacher Residency	All	No			All Schools	ongoing	\$50,000.00	\$0.00	\$50,000.00				\$50,000.00	0%
1	1.6	Learning Management Systems (LMS) and online supplemental curriculum	Foster Youth	Yes	LEA-wide	Foster Youth	All Schools	ongoing	\$0.00	\$31,500.00	\$31,500.00				\$31,500.00	0%
1	1.7	Supplemental curriculum, instruction and progress monitoring for students needing additional support to close the achievement gap	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools TK-12	ongoing	\$0.00	\$236,000.00	\$236,000.00				\$236,000.00	0%
1	1.8	Professional Learning Communities for Continuous Improvement	All	No			All Schools	ongoing	\$65,000.00	\$0.00	\$65,000.00				\$65,000.00	0%
1	1.9	Instructional Practices	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools	ongoing	\$600,000.00	\$0.00	\$600,000.00				\$600,000.00	0%
1	1.10	College and Career Advising	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: CCHS, CPHS 9-12	ongoing	\$482,000.00	\$0.00	\$482,000.00				\$482,000.00	0%

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	1.11	Recruiting and retaining staff	All	No			All Schools	ongoing	\$61,830,963.00	\$0.00	\$61,830,963.00				\$61,830,963.00	0%
1	1.12	Textbook Adoptions and Instructional Materials	All	No			All Schools	ongoing	\$0.00	\$825,778.00	\$825,778.00				\$825,778.00	0%
1	1.13	Safe and Clean Facilities	All	No				ongoing	\$246,000.00	\$0.00	\$246,000.00				\$246,000.00	0%
2	2.1	Provide Interim Assessments for Progress Monitoring and Providing Additional Intervention Opportunities (MTSS)	All	No			All Schools	ongoing	\$0.00	\$10,000.00	\$10,000.00				\$10,000.00	0%
2	2.2	Adaptive Standards Aligned Supplemental Curriculum	English Learners	Yes	LEA-wide	English Learners	All Schools	ongoing	\$0.00	\$245,000.00	\$205,000.00	\$40,000.00			\$245,000.00	0%
2	2.3	Professional Development for teachers on Universal Design for Learning (UDL)	All Students with Disabilities	No			All Schools	ongoing	\$0.00	\$59,000.00	\$59,000.00				\$59,000.00	0%
2	2.4	Inclusive Practices Professional Development	All	No			All Schools	ongoing	\$48,000.00	\$0.00	\$48,000.00				\$48,000.00	0%
2	2.5	Multi-Tiered System of Support (MTSS)	All Students with Disabilities	No				ongoing	\$160,000.00	\$0.00	\$160,000.00				\$160,000.00	0%
2	2.6	Before and After School and Saturday school intervention and academic booster clubs Multi-tiered System of Support (MTSS): Intervention	All	No			All Schools	ongoing	\$100,000.00	\$0.00	\$100,000.00				\$100,000.00	0%
2	2.7	Additional Opportunities to Learn	All	No			All Schools	ongoing	\$0.00	\$21,577.00	\$21,577.00				\$21,577.00	0%
2	2.8	Site-Based Instructional Lead	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools	ongoing	\$532,436.00	\$0.00	\$532,436.00				\$532,436.00	0%
2	2.9	Provide and Expand Alternative Pathway Learning Programs for English Learners and low-income students	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	ongoing	\$0.00	\$50,800.00	\$50,800.00				\$50,800.00	0%
2	2.10	Implement PBIS Framework	All	No			All Schools	ongoing	\$0.00	\$25,000.00	\$25,000.00				\$25,000.00	0%
2	2.11	Specialized Academic Instruction	All	No				ongoing	\$8,934,307.00	\$0.00	\$8,934,307.00				\$8,934,307.00	0%

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	3.1	Professional Development	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	ongoing	\$10,000.00	\$20,000.00	\$20,000.00	\$10,000.00			\$30,000.00	0%
3	3.2	Counseling	All	No			All Schools	ongoing	\$0.00	\$6,498.00	\$6,498.00				\$6,498.00	0%
3	3.3	MTSS, Restorative Practices & PBIS	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools	ongoing	\$12,000.00	\$17,500.00	\$17,500.00	\$12,000.00			\$29,500.00	0%
3	3.4	Continuum of Services (i.e Counseling)	Students with Disabilities	No			All Schools	ongoing	\$3,278,719.00	\$0.00	\$3,278,719.00				\$3,278,719.00	0%
3	3.5	Access	All	No			All Schools	ongoing	\$0.00	\$29,453.00	\$29,453.00				\$29,453.00	0%
3	3.6	Mental Health Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$0.00	\$17,293.00	\$17,293.00				\$17,293.00	0%
3	3.7	Employee Assistance for Education (EASE)	All	No			All Schools	ongoing	\$0.00	\$10,800.00	\$10,800.00				\$10,800.00	0%
3	3.8	Safe and Culturally Inclusive Learning Environments	All	No			All Schools	ongoing	\$0.00	\$38,000.00	\$38,000.00				\$38,000.00	0%
3	3.9	Support for Diversity, Equity and Inclusion	All	No			All Schools	ongoing	\$0.00	\$50,000.00		\$50,000.00			\$50,000.00	0%
3	3.10	Survey students, parents, employees	All	No			All Schools	ongoing	\$0.00	\$10,000.00	\$10,000.00				\$10,000.00	0%
4	4.1	Increase Access to AVID Secondary Electives and Elementary College and Career Engagement Opportunities for English Learners	English Learners	Yes	School wide	English Learners	Specific Schools: CCMS and CCHS 6-12	ongoing	\$248,207.00	\$20,000.00	\$268,207.00				\$268,207.00	0%
4	4.2	Student Activities	All	No			Specific Schools: CCHS	ongoing	\$35,000.00	\$0.00	\$35,000.00				\$35,000.00	0%
4	4.3	Inclusion Facilitators	Students with Disabilities	No			All Schools	ongoing	\$0.00	\$0.00	\$0.00				\$0.00	0%
4	4.4	Career Technical Education	All	No			Specific Schools: CCHS and CCMS	ongoing	\$1,949,267.00	\$150,733.00	\$1,726,744.00	\$373,256.00			\$2,100,000.00	0%

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
5	5.1	Progress Monitoring, Reclassification using Ellevation, Interim ELPAC	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	ongoing	\$5,000.00	\$9,600.00	\$9,600.00	\$5,000.00			\$14,600.00	0%
5	5.2	Seal of Biliteracy and Pathway to Biliteracy	English Learners	Yes	School wide	English Learners	Specific Schools: El Marino, La Ballona, CCMS, CCHS	ongoing	\$153,000.00	\$500.00	\$153,500.00				\$153,500.00	0%
5	5.3	ELD Site Chairs and Bilingual Instructional Aides	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	ongoing	\$50,588.00	\$0.00	\$50,588.00				\$50,588.00	0%
5	5.4	Reclassification and Assessment of SWD	Students with Disabilities	No			All Schools	ongoing	\$0.00	\$27,000.00	\$27,000.00				\$27,000.00	0%
5	5.5	Community Liaison	English Learners	Yes	LEA-wide	English Learners	All Schools	ongoing	\$250,000.00	\$0.00	\$250,000.00				\$250,000.00	0%
5	5.6	Supplemental English Learner support in Dual Language Immersion Program for English language acquisition	English Learners	Yes	School wide	English Learners	Specific Schools: El Marino, La Ballona, and CCMS	ongoing	\$0.00	\$50,000.00	\$50,000.00				\$50,000.00	0%
5	5.7	Science Technology, Engineering, Arts, and Mathematical Pre-pathway (STEAM)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: El Marino, El Rincon, Farragut, La Ballona, Lin Howe	ongoing	\$811,788.00	\$15,000.00	\$826,788.00				\$826,788.00	0%
5	5.8	Tutoring	English Learners	Yes	Limited to Unduplicated Student	English Learners	All Schools	ongoing	\$12,000.00	\$0.00	\$10,000.00			\$2,000.00	\$12,000.00	0%

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
					Group(s)											
6	6.1	Communication and monitoring system to reduce chronic absenteeism	All	No			All Schools	ongoing	\$0.00	\$0.00	\$0.00				\$0.00	0%
6	6.2	Empathy Interviews	All	No			All Schools	ongoing	\$19,000.00	\$0.00	\$19,000.00				\$19,000.00	0%
6	6.3	Use of Communication App to reduce chronic absenteeism for English Learners and low income students	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	ongoing	\$0.00	\$40,302.00	\$40,302.00				\$40,302.00	0%
6	6.4	Communication about Attendance	All	No			All Schools	ongoing	\$173,000.00	\$0.00	\$173,000.00				\$173,000.00	0%
6	6.5	Counseling	English Learners Foster Youth	Yes	LEA-wide	English Learners Foster Youth	All Schools	ongoing	\$620,000.00	\$0.00	\$620,000.00				\$620,000.00	0%
6	6.6	Mental Health Counseling	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$1,045,038.00	\$0.00	\$1,045,038.00				\$1,045,038.00	0%
6	6.7	Out of School Suspension Data Review	All	No			All Schools	ongoing	\$8,000.00	\$0.00	\$8,000.00				\$8,000.00	0%
7	7.1	Improve School Climate	Students with Disabilities African-American students	No			All Schools	ongoing	\$176,000.00	\$0.00	\$176,000.00				\$176,000.00	0%
7	7.2	Extended Learning Time	All	No			All Schools	ongoing	\$12,300.00	\$0.00	\$12,300.00				\$12,300.00	0%
7	7.3	College and Career Readiness	All	No			All Schools	ongoing	\$58,000.00	\$0.00	\$58,000.00				\$58,000.00	0%
7	7.4	Amplify Student Voice	All	No			All Schools	ongoing	\$0.00	\$350.00	\$350.00				\$350.00	0%
7	7.5	Graduation Rates	All	No			All Schools	ongoing	\$57,000.00	\$0.00	\$57,000.00				\$57,000.00	0%
7	7.6	Decrease Disproportionate Suspensions	All	No			All Schools	ongoing	\$84,254.00	\$0.00	\$84,254.00				\$84,254.00	0%
7	7.7	Enhance and Broaden Support Initiatives	All	No			All Schools	ongoing	\$24,150.00	\$0.00	\$24,150.00				\$24,150.00	0%

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$73,270,165	\$5,549,273	7.574%	0.000%	7.574%	\$5,601,552.00	0.000%	7.645 %	Total:	\$5,601,552.00
								LEA-wide Total:	\$5,059,657.00
								Limited Total:	\$70,188.00
								Schoolwide Total:	\$471,707.00

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	1.4	Data Management for PLCs	Yes	LEA-wide	English Learners	All Schools	\$85,000.00	0%
1	1.6	Learning Management Systems (LMS) and online supplemental curriculum	Yes	LEA-wide	Foster Youth	All Schools	\$31,500.00	0%
1	1.7	Supplemental curriculum, instruction and progress monitoring for students needing additional support to close the achievement gap	Yes	LEA-wide	Foster Youth Low Income	All Schools TK-12	\$236,000.00	0%
1	1.9	Instructional Practices	Yes	LEA-wide	Foster Youth Low Income	All Schools	\$600,000.00	0%
1	1.10	College and Career Advising	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: CCHS, CPHS 9-12	\$482,000.00	0%
2	2.2	Adaptive Standards Aligned Supplemental Curriculum	Yes	LEA-wide	English Learners	All Schools	\$205,000.00	0%
2	2.8	Site-Based Instructional Lead	Yes	LEA-wide	Foster Youth Low Income	All Schools	\$532,436.00	0%

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.9	Provide and Expand Alternative Pathway Learning Programs for English Learners and low-income students	Yes	LEA-wide	English Learners Low Income	All Schools	\$50,800.00	0%
3	3.1	Professional Development	Yes	LEA-wide	English Learners Low Income	All Schools	\$20,000.00	0%
3	3.3	MTSS, Restorative Practices & PBIS	Yes	LEA-wide	Foster Youth Low Income	All Schools	\$17,500.00	0%
3	3.6	Mental Health Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$17,293.00	0%
4	4.1	Increase Access to AVID Secondary Electives and Elementary College and Career Engagement Opportunities for English Learners	Yes	Schoolwide	English Learners	Specific Schools: CCMS and CCHS 6-12	\$268,207.00	0%
5	5.1	Progress Monitoring, Reclassification using Ellevation, Interim ELPAC	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$9,600.00	0%
5	5.2	Seal of Biliteracy and Pathway to Biliteracy	Yes	Schoolwide	English Learners	Specific Schools: El Marino, La Ballona, CCMS, CCHS	\$153,500.00	0%
5	5.3	ELD Site Chairs and Bilingual Instructional Aides	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$50,588.00	0%
5	5.5	Community Liaison	Yes	LEA-wide	English Learners	All Schools	\$250,000.00	0%
5	5.6	Supplemental English Learner support in Dual Language Immersion Program for English language acquisition	Yes	Schoolwide	English Learners	Specific Schools: El Marino, La Ballona, and CCMS	\$50,000.00	0%
5	5.7	Science Technology, Engineering, Arts, and Mathematical Pre-pathway (STEAM)	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: El Marino, El Rincon, Farragut, La Ballona, Lin Howe	\$826,788.00	0%

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
5	5.8	Tutoring	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$10,000.00	0%
6	6.3	Use of Communication App to reduce chronic absenteeism for English Learners and low income students	Yes	LEA-wide	English Learners Low Income	All Schools	\$40,302.00	0%
6	6.5	Counseling	Yes	LEA-wide	English Learners Foster Youth	All Schools	\$620,000.00	0%
6	6.6	Mental Health Counseling	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,045,038.00	0%

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$95,541,696.00	\$85,999,441.00

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	Teacher Induction	No	\$106,763	\$106,763
1	1.2	Teacher Induction	No	\$13,800	\$13,800
1	1.3	Assistive Technology	No	\$86,296	\$95,899
1	1.4	Data Management for PLCs	Yes	\$80,000	\$84,908
1	1.5	Teacher Residency	No	\$50,000	\$50,000
1	1.6	Learning Management Systems (LMS) and online supplemental curriculum	Yes	\$27,000	\$31,367
1	1.7	Supplemental curriculum, instruction and progress monitoring for students needing additional support to close the achievement gap	Yes	\$227,000	\$235,295
1	1.8	Professional Learning Communities for Continuous Improvement	No	\$65,000	\$65,007
1	1.9	Instructional Practices	Yes	\$912,000	\$1,037,389
1	1.10	College and Career Advising	Yes	\$482,000	\$482,000

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	1.11	Recruiting and retaining staff	No	\$61,896,429	\$61,830,963
1	1.12	Textbook Adoptions and Instructional Materials	No	\$700,000	\$1,636,338
1	1.13	Safe and Clean Facilities	No	\$246,000	\$246,811
2	2.1	Provide Interim Assessments for Progress Monitoring and Providing Additional Intervention Opportunities (MTSS)	No	\$65,000	\$65,000
2	2.2	Adaptive Standards Aligned Supplemental Curriculum	Yes	\$330,000	\$203,599
2	2.3	Professional Development for teachers on Universal Design for Learning (UDL)	No	\$59,000	\$59,000
2	2.4	Inclusive Practices Professional Development	No	\$48,000	\$48,000
2	2.5	Multi-Tiered System of Support (MTSS)	No	\$166,250	\$159,302
2	2.6	Before and After School and Saturday school intervention and academic booster clubs Multi-tiered System of Support (MTSS): Intervention	No	\$100,000	\$75,000
2	2.7	Additional Opportunities to Learn	No	\$12,745	\$21,577
2	2.8	Site-Based Instructional Lead	Yes	\$912,000	\$900,218
2	2.9	Provide and Expand Alternative Pathway Learning Programs for English Learners and low income students	Yes	\$44,705	\$50,800
2	2.10	Implement PBIS Framework	No	\$8,645	\$8,645

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	2.11	Specialized Academic Instruction	No	\$21,030,372	\$8,075,393
3	3.1	Professional Development	Yes	\$235,000	\$45,000
3	3.2	Counseling	No	\$6,498	\$6,498
3	3.3	MTSS, Restorative Practices & PBIS	Yes	\$17,500	\$31,355
3	3.4	Continuum of Services (i.e Counseling)	No	\$264,000	\$3,278,719
3	3.5	Access	No	\$37,000	\$29,453
3	3.6	Mental Health Support	Yes	\$17,293	\$17,293
3	3.7	Employee Assistance for Education (EASE)	No	\$10,800	\$12,496
3	3.8	Safe and Culturally Inclusive Learning Environments	No	\$38,000	\$38,000
3	3.9	Support for Diversity, Equity and Inclusion	No	\$177,000	\$192,471
3	3.10	Survey students, parents, employees	No	\$10,000	\$37,200
4	4.1	Increase Access to AVID Secondary Electives and Elementary College and Career Engagement Opportunities for English Learners	Yes	\$112,000	\$248,207
4	4.2	Student Activities	No	\$15,000	\$72,004

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
4	4.3	Inclusion Facilitators	No	\$383,450	\$470,000
4	4.4	Career Technical Education	No	\$2,168,731	\$2,198,302
5	5.1	Progress Monitoring, Reclassification using Ellevation, Interim ELPAC	Yes	\$187,000	\$9,600
5	5.2	Seal of Biliteracy and Pathway to Biliteracy	Yes	\$153,000	\$500
5	5.3	ELD Site Chairs	Yes	\$173,865	\$217,588
5	5.4	Reclassification and Assessment of SWD	No	\$27,000	\$27,679
5	5.5	Community Liaison	Yes	\$250,000	0
5	5.6	Supplemental English Learner support in Dual Language Immersion Program for English language acquisition	Yes	\$370,000	\$5000
5	5.7	Science Technology, Engineering, Arts, and Mathematical Pre-pathway (STEAM)	Yes	\$759,000	\$877,544
5	5.8	Tutoring	Yes	\$12,450	\$10,144
6	6.1	Communication and monitoring system to reduce chronic absenteeism	No	\$74,050	\$148,100
6	6.2	Empathy Interviews	No	\$19,000	\$19,000
6	6.3	Use of Communication App to reduce chronic absenteeism for	Yes	\$65,000	\$41,143

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)
		English Learners and low income students			
6	6.4	Communication about Attendance	No	\$173,000	\$173,000
6	6.5	Counseling	Yes	\$1,208,000	\$929,100
6	6.6	Mental Health Counseling	Yes	\$489,000	\$860,917
6	6.7	Out of School Suspension Data Review	No	\$8,000	\$8,000
7	7.1	Improve School Climate	No	\$176,000	\$176,000
7	7.2	Extended Learning Time	No	\$12,300	\$12,300
7	7.3	College and Career Readiness	No	\$58,000	\$58,000
7	7.4	Amplify Study Voice	No	\$350	\$350
7	7.5	Graduation Rates	No	\$57,000	\$57,000
7	7.6	Decrease Disproportionate Suspensions	No	\$84,254	\$84,254
7	7.7	Enhance and Broaden Support Initiatives	No	\$24,150	\$24,150

2024-25 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
\$5,766,913	\$6,733,813.00	\$6,321,273.00	\$412,540.00	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	1.4	Data Management for PLCs	Yes	\$80,000	\$84,908	0%	0%
1	1.6	Learning Management Systems (LMS) and online supplemental curriculum	Yes	\$27,000	\$31,367	0%	0%
1	1.7	Supplemental curriculum, instruction and progress monitoring for students needing additional support to close the achievement gap	Yes	\$227,000	\$235,295	0%	0%
1	1.9	Instructional Practices	Yes	\$912,000	\$1,037,389	0%	0%
1	1.10	College and Career Advising	Yes	\$482,000	\$482,000	0%	0%
2	2.2	Adaptive Standards Aligned Supplemental Curriculum	Yes	0	\$203,599	0%	0%
2	2.8	Site-Based Instructional Lead	Yes	\$912,000	\$900,218	0%	0%
2	2.9	Provide and Expand Alternative Pathway Learning Programs for English Learners and low income students	Yes	\$44,705	\$50,800	0%	0%
3	3.1	Professional Development	Yes	\$235,000	\$45,000	0%	0%
3	3.3	MTSS, Restorative Practices & PBIS	Yes	\$17,500	\$31,355	0%	0%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
3	3.6	Mental Health Support	Yes	\$17,293	\$17,293	0%	0%
4	4.1	Increase Access to AVID Secondary Electives and Elementary College and Career Engagement Opportunities for English Learners	Yes	\$112,000	\$248,207	0%	0%
5	5.1	Progress Monitoring, Reclassification using Ellevation, Interim ELPAC	Yes	\$187,000	\$9,600	0%	0%
5	5.2	Seal of Biliteracy and Pathway to Biliteracy	Yes	\$153,000	\$500	0%	0%
5	5.3	ELD Site Chairs	Yes	\$173,865	\$217,588	0%	0%
5	5.5	Community Liaison	Yes	\$250,000	0	0%	0%
5	5.6	Supplemental English Learner support in Dual Language Immersion Program for English language acquisition	Yes	\$370,000	\$5,000	0%	0%
5	5.7	Science Technology, Engineering, Arts, and Mathematical Pre-pathway (STEAM)	Yes	\$759,000	\$877,544	0%	0%
5	5.8	Tutoring	Yes	\$12,450	\$12,450	0%	0%
6	6.3	Use of Communication App to reduce chronic absenteeism for English Learners and low income students	Yes	\$65,000	\$41,143	0%	0%
6	6.5	Counseling	Yes	\$1,208,000	\$929,100	0%	0%
6	6.6	Mental Health Counseling	Yes	\$489,000	\$860,917	0%	0%

2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$73,178,761	\$5,766,913	0	7.881%	\$6,321,273.00	0.000%	8.638%	\$0.00	0.000%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
 - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
 - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.
- **Required metrics for actions supported by LREBG funds:** To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.
 - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #
<ul style="list-style-type: none">• Enter the metric number.
Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

LCFF Carryover Table

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

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

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

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

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

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