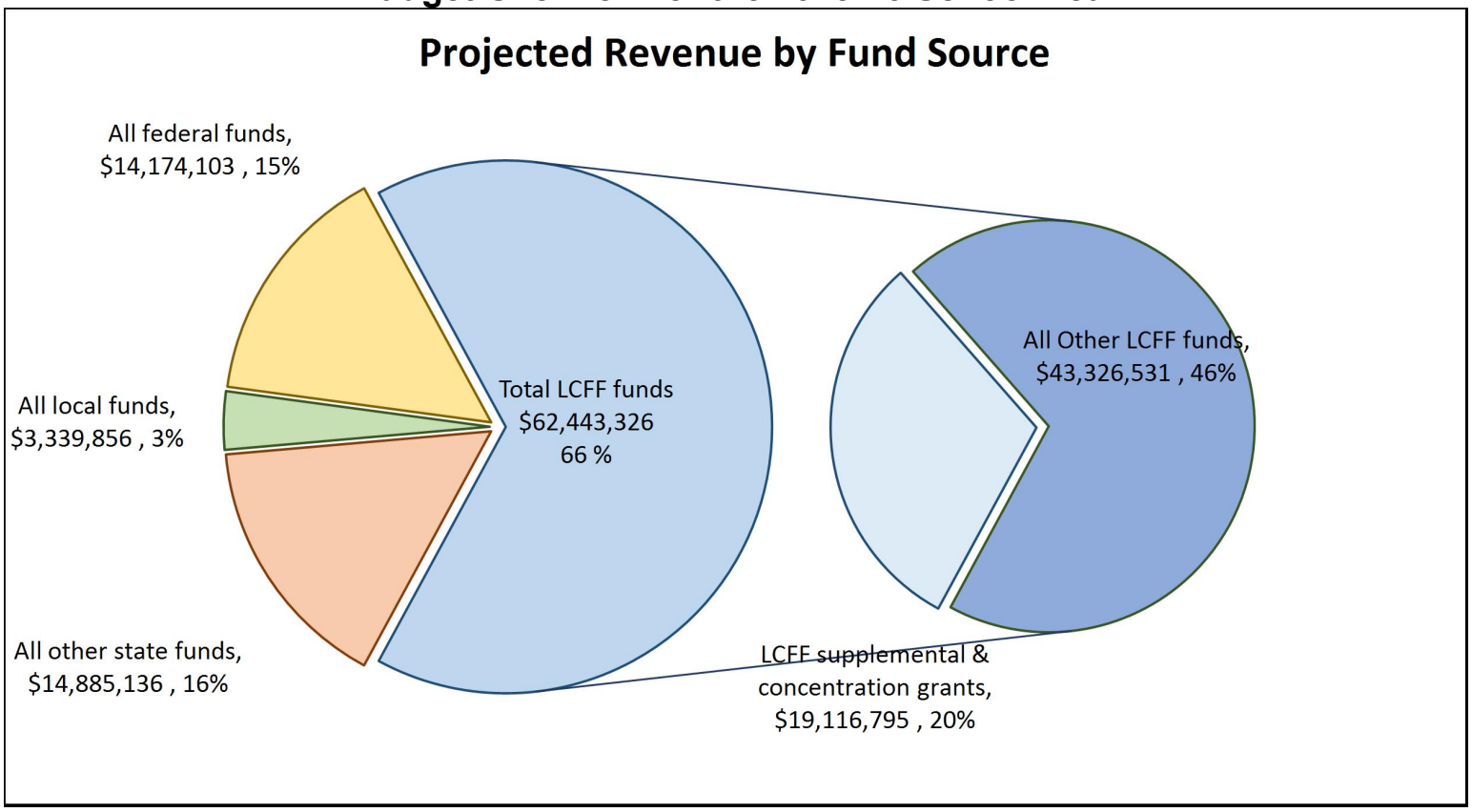
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Cutler-Orosi Joint Unified School District
CDS Code: 54-71860-0000000
School Year: 2025-26
LEA contact information:
Yolanda Valdez
Superintendent
yvaldez@cojusd.org
(559) 528-4763

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

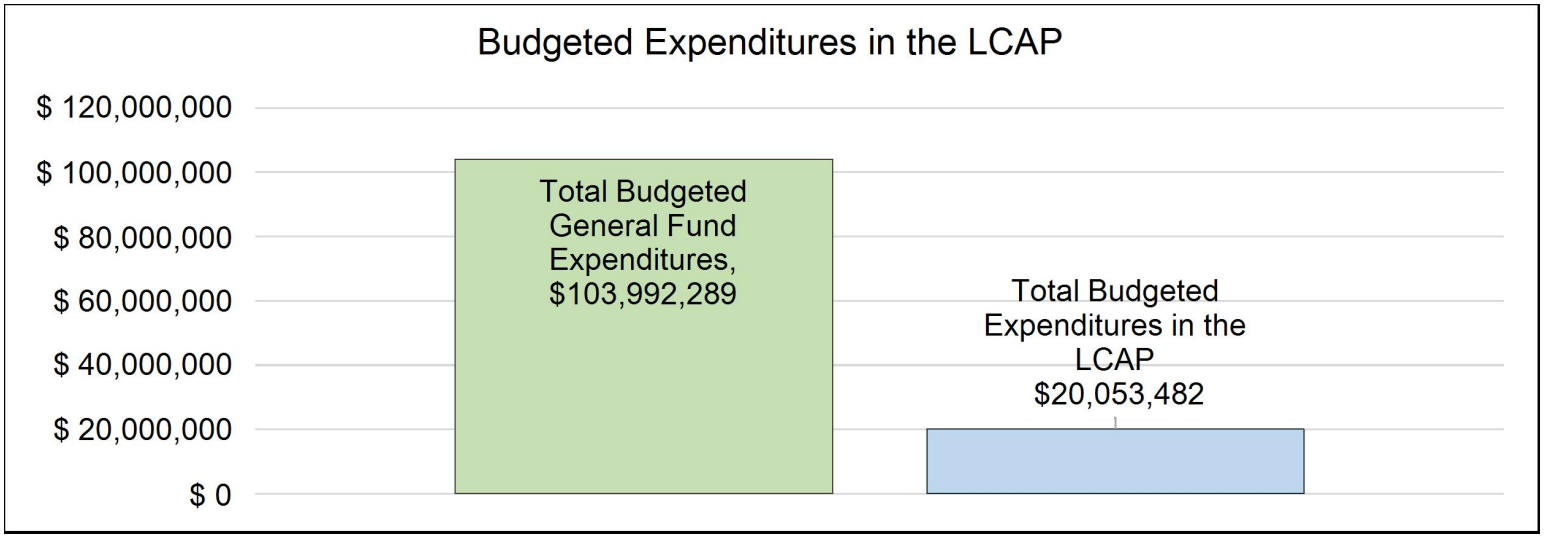


This chart shows the total general purpose revenue Cutler-Orosi Joint Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Cutler-Orosi Joint Unified School District is $94,842,421, of which $62,443,326 is Local Control Funding Formula (LCFF), $14,885,136 is other state funds, $3,339,856 is local funds, and $14,174,103 is federal funds. Of the $62,443,326 in LCFF Funds, $19,116,795 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 Cutler-Orosi Joint Unified School District plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Cutler-Orosi Joint Unified School District plans to spend $103,992,289 for the 2025-26 school year. Of that amount, $20,053,482 is tied to actions/services in the LCAP and $83,938,807 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

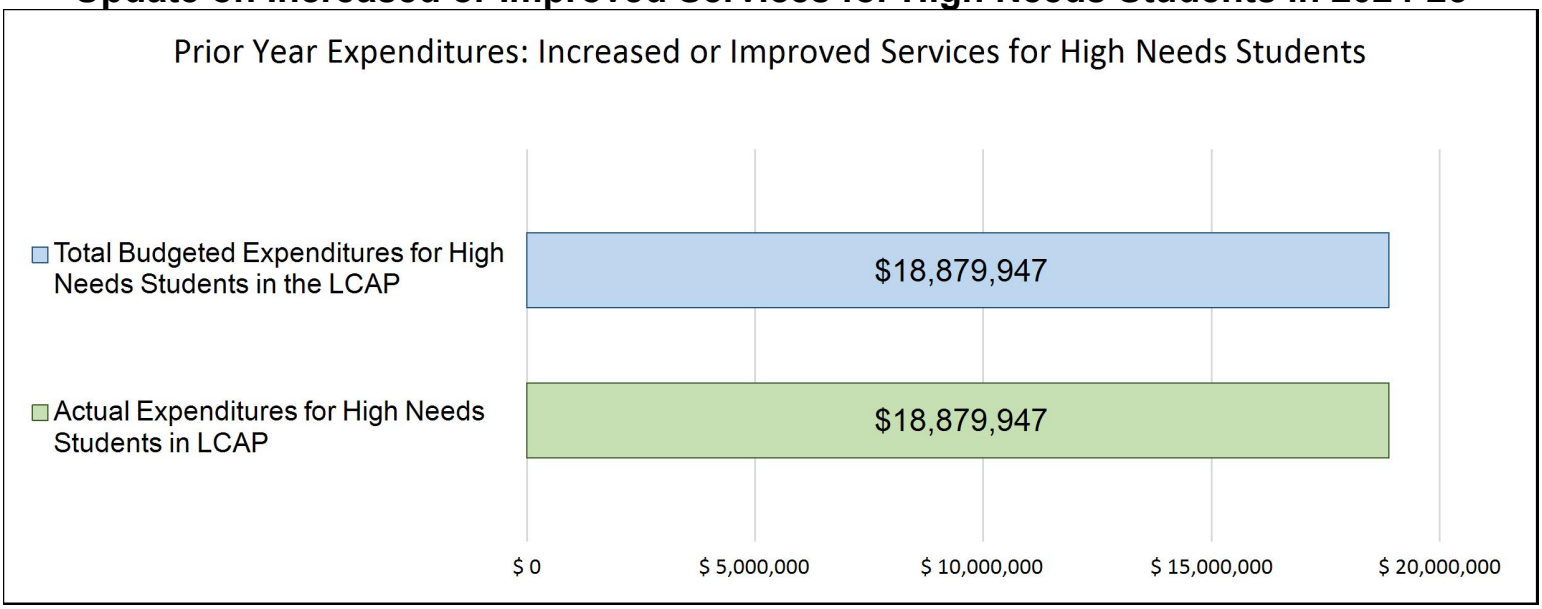
The General Fund Budget Expenditures that are not included in the Local Control Accountability Plan (LCAP) include personnel for teachers, some school administrators, custodial staff, school nurse, some instructional support, some clerical support staff and District office administration and support staff.

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

In 2025-26, Cutler-Orosi Joint Unified School District is projecting it will receive $19,116,795 based on the enrollment of foster youth, English learner, and low-income students. Cutler-Orosi Joint Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Cutler-Orosi Joint Unified School District plans to spend $19,116,795 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2024-25, Cutler-Orosi Joint Unified School District's LCAP budgeted $18,879,947 for planned actions to increase or improve services for high needs students. Cutler-Orosi Joint Unified School District actually spent $18,879,947 for actions to increase or improve services for high needs students in 2024-25.

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
Cutler-Orosi Joint Unified School District	Yolanda Valdez Superintendent	yvaldez@cojusd.org (559) 528-4763

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.

Located in California's agricultural heartland, the Cutler-Orosi Joint Unified School District (COJUSD) is dedicated to its mission: Educating Minds, Inspiring Futures. Comprised of three elementary schools, a middle school, a comprehensive high school, an alternative education program, and a California State Preschool Program across all elementary sites, COJUSD serves approximately 3,804 students. The student body reflects the local community, with 95.9% of students identifying as Hispanic, 2.6% as Filipino, and 1% as White. Notably, 95.9% of students come from socioeconomically disadvantaged backgrounds, with 34.7% of students designated as English Learners. The District also includes 4.4% homeless students, 10.1% Students with Disabilities, and 0.3% Foster Youth. The student population for each school is as following:

- Cutler Elementary School: 616 Students
- Golden Valley Elementary School: 608 Students
- Palm Elementary School: 575 Students
- El Monte Middle School: 845 Students
- Orosi High School: 1086 Students
- Lovell High School, Community Day School, And Esperanza School: 84 Students

The District's dedicated team consists of 681 employees, including 217 certificated, 365 classified, and 99 management personnel.

COJUSD's vision is to ensure all students will be college and career, community ready and prepared to compete in a global economy. Student's will demonstrate they are ready for college and career, community ready and prepared by modeling the following graduate

outcomes:

- College and Career Ready Scholars who attain proficiency in academics and multiple languages, engage in career exploration and graduate as life-long learners prepared for post-secondary options.
- Critical Thinkers & Collaborative Problem Solvers who work collaboratively and apply innovative thinking to create solutions.
- Powerful Communicators who effectively communicate ideas through speaking and writing using multiple languages and modalities, including technology.
- Creative & Quality Producers who demonstrate the ability to create quality performances and products that reflect thought and originality with the highest standards.
- Leaders & Ethical Decision Makers who demonstrate personal and professional integrity, leadership, ethical decision-making, and respect diversity.
- Productive Citizens who fulfill personal, professional, and civic responsibility while giving back to the community.

COJUSD actively pursues grant support to enhance the quality of education, offer before and after-school programs and other wrap-around services. Grants awarded include the Dual Language Immersion Grant, ASES Grant, ASSETS 21st Century programs, MHSP-COMS, SCTG-LEA, and more.

El Monte Middle School and Orosi High School are recognized as AVID Demonstration Schools, while all schools in Cutler-Orosi recieved the PBIS Platinum award status. Golden Valley Elementary school is also recognized as a 2025 California Distinguished School. Cutler-Orosi JUSD was also recognized as a 2025 Model School Attendance Review Board (SARB) award.

Recognizing the importance of a safe and supportive environment, COJUSD provides counseling, health services, and social-emotional support programs to students. Additionally, the District prioritizes community engagement, fostering effective communication with educational partners to cultivate inclusivity and shared accountability.

Lovell High School, Esperanza High School, and Community Day School are designated Equity Multiplier Schools. Goals have been identified to address instability rates.

Reflections: Annual Performance

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

In the school district's annual performance evaluation, a range of outcomes emerged, showcasing areas of successes and improvement. The following is a summary of 2024 California Dashboard results.

California School Dashboard Indicators Successes

Smarter Balanced Summative Assessment Performance:
ELA:

- All students, yellow, increased 4.2 points
- Filipino, blue, increased 38.7 points
- Students with Disabilities, orange, increased 8.3 points
- English Learner, orange, maintained 1.5 points
- Long Term English Learners, orange, increased 15.4 points
- Hispanic, yellow, increased 4.4 points
- Socioeconomically Disadvantaged, yellow, increased 4.4 points

Math:

- All students, yellow, increased 3.5 points
- Filipino, green, increased 6.4 points
- Hispanic, yellow, increased 3.7 points
- Socioeconomically disadvantaged, orange, increased 3.9 points
- Students with Disabilities, orange, increased 32.7 points
- English Learners in orange, increased 6.7 points
- Long Term English Learners, orange, increased 13.7 points

English Learner Progress: orange at 42.1% making progress, maintained 1.8%

- Long Term English Learners, yellow, increased 5%

College and Career Indicator:

- Yellow for all students 39.8% prepared

Chronic Absenteeism:

- All students, yellow, declined 6.5%, 11.9% chronically absent
- Filipino, green, declined 2.9%,
- English Learners, yellow, declined 10.7%
- Long Term English Learners, yellow, declined 4.4%
- Hispanic, yellow, declined 6.6%
- Homeless, yellow, declined 3.2%
- Socioeconomically Disadvantaged, yellow, declined 6.6%
- Students with Disabilities, yellow, declined 8.3%
- Foster Youth, orange, increased .5%

Graduation Rate:

- All students, green, increased 1.7%
- English Learners, green, increased 1.8%
- Long Term English Learners, green, increased 4%
- Hispanic, green, increased 1.7%

- Socioeconomically Disadvantaged, green, increased 1.7%
- Students with Disabilities, increased 7.8%

Suspension Rate:
- All students, green, declined .9%
- Filipino, blue, declined 2.9%,
- English Learners, green, declined 1.9%
- Long Term English Learners, yellow, declined 5.8%
- Hispanic, green, declined .9%
- Homeless, yellow, declined .6%
- Socioeconomically Disadvantaged, green, declined .8%
- Students with Disabilities, yellow, declined 2.7%

Local Indicators Met
- Basic Services and Conditions (Priority 1), Implementation of State Academic Standards (Priority 2), Parents and Family Engagement (Priority 3), School Climate (Priority 6), Access to a Broad Course of Study (Priority 7)

El Monte and Orosi High School AVID Demonstration Schools

Golden Valley Elementary recognized as a 2025 California Distinguished School

PBIS Recognition
- Palm: Platinum
- Golden Valley: Platinum
- Cutler: Platinum
- EL Monte: Platinum
- Orosi High School: Platinum
- Lovell: Platinum

- Lovell High School has also exited Comprehensive Support and Improvement.

California School Dashboard: Performance Gaps
Smarter Balanced Summative Assessment Performance
ELA
- Homeless, red, declined 17.4 points
- Foster Youth, declined 23.8 points

Math
- English Learners, red, maintained 1.9 points
- Homeless, red, declined 28.2 points

- Foster Youth, declined 80 points

College and Career Indicator:
- Hispanic, orange, declined 3.3%
- Homeless, orange, declined 9.9%
- Socioeconomically Disadvantaged, orange, declined 2.2%
- English Learners, orange, decreased 2%

Graduation Rate:
- Homeless, orange, decreased 6.3%

Suspension Rate:
- Foster Youth, red, increased .4%

The California School Dashboard highlights significant successes, including steady growth in ELA and Math performance across multiple student groups, with gains among Filipino students, Students with Disabilities, and Long-Term English Learners. Graduation rates improved overall, chronic absenteeism declined, and suspension rates decreased for most student groups. Schools also earned prestigious recognitions, such as Golden Valley Elementary being named a 2025 California Distinguished School, multiple PBIS awards, and AVID Demonstration School status for El Monte and Orosi High. English Learners, Foster Youth, and Homeless Youth students experienced difficulties districtwide, as evidenced by their receipt of a Red performance rating in at least one indicator. While there is still work to be done, these successes highlight the district's commitment to continuous improvement and student achievement.

The following schools and student groups had a red or low indicator on the 2024 California Dashboard.
- Cutler Elementary: English Learners on ELA
- El Monte Middle: Homeless on Math
- El Monte Middle: Homeless on Chronic Absenteeism
- Orosi High: English Learners on ELA
- Orosi High: English Learners on Math
- Orosi High: Long Term English Learners on Math
- Orosi High: English Learners on ELPI
- Lovell High: All students on suspension rate
- Lovell High: Socioeconomically Disadvantaged on suspension rate

- District Level: Homeless on ELA
- District Level: Homeless on Math
- District Level: English Learners on Math
- District Level: Foster Youth on suspension

At Cutler Elementary, English Learners struggled in ELA. At El Monte Middle, Homeless students had difficulty in Math and high Chronic Absenteeism. At Orosi High, English Learners faced challenges in both ELA and Math, with Long-Term English Learners also struggling in

Math. Lovell High had high suspension rates for all students and Socioeconomically Disadvantaged students.

Learning Recovery Emergency Block Grant
The remaining Learning Recovery Emergency Block Grant (LREBG) funds will be used to support Goal 8 in the LCAP, which focuses on addressing learning loss and improving student well-being. The following actions will be funded with LREBG funds:
Action 8.1 – Targeted Academic Tutoring and Intervention Support
Action 8.2 – Early Academic Intervention and School Readiness Support
Action 8.3 – Professional Development and Instructional Coaching for Educator Effectiveness
Action 8.4 – Behavioral, Social-Emotional, and Trauma-Informed Support Services with Bilingual and Behavioral Staff
Action 8.5 – Assessments and Benchmarks

Each action was selected based on the district's needs assessment and is aligned with the allowable uses of LREBG funds. Tutoring and Early Intervention address unfinished learning and provide timely, targeted support for students who are behind, especially those most impacted by the pandemic. Professional Development and Coaching supports teachers with training and instructional strategies to better meet the diverse academic and social-emotional needs of students, helping build long-term human capacity. Behavioral, Social-Emotional, and Trauma-Informed Support Services with Bilingual and Behavioral Staff align with the use of funds for mental health services and are designed to help students develop coping skills, improve engagement, and increase overall well-being addressing chronic absenteeism rates at the schools. Finally, Assessments and Benchmarks ensure there is data needed to monitor student progress, identify gaps early, and adjust instruction to maximize learning growth.

The actions funded by the Learning Recovery Emergency Block Grant (LREBG) are grounded in evidence-based research and directly aligned with the district's needs. High-dosage tutoring and early intervention are proven to accelerate learning recovery, particularly for students most impacted by the pandemic. Professional development and instructional coaching enhance teacher effectiveness and instructional quality. Behavioral, social-emotional, and trauma-informed supports—especially when delivered by bilingual and culturally responsive staff—improve student well-being and engagement. Finally, the use of assessments and benchmarks ensures data-driven instruction by identifying gaps early and adjusting supports to maximize learning outcomes.These actions were chosen to respond to key needs identified in our needs assessment, such as learning loss, mental health challenges, lack of early academic intervention, and the need for systems that support continuous improvement. The actions through Goal 8 will provide comprehensive, student-centered support that not only helps students recover but thrive academically and emotionally.

The data below is reflect the 2022-2023 school year and reflective of the 2023 California Dashboard.

In the school district's annual performance evaluation, a range of outcomes emerged, showcasing areas of successes and improvement.

California School Dashboard Indicators Successes
Smarter Balanced Summative Assessment Performance:

- ELA
- Filipino, blue, increased 20.9 points

- Students with Disabilities, orange, increased 22 points
- English Learner, orange, maintained -2.4 points
- Hispanic, orange, maintained -.7 points
- Socioeconomically Disadvantaged, orange, maintained .4 points
- Math
- Filipino, yellow, increased 32.7 points
- Hispanic, yellow, increased 3.8 points
- Socioeconomically disadvantaged, yellow, increased 3.5 points
- Students with Disabilities, orange, increased 32.7 points
- English Learners in orange, increased 6.7 points

College and Career Indicator:
- Medium for all students 41.2% prepared

Chronic Absenteeism:
- All students declined 10%, 18.4% chronically absent
- Filipino, blue, declined 9.1%,
- English Learners. yellow, declined 12.8%
- Hispanic, yellow, declined 10%
- Homeless, yellow, declined 20.9%
- Socioeconomically Disadvantaged, yellow, declined 10.4%
- Students with Disabilities, yellow, declined 13.1%
- Foster Youth, orange, increased 6.7%

Graduation Rate:
- COJUSD continued to maintain in its overall four year graduation rate at 92.3%
- The four year graduation rate for the following student groups maintained:
- Hispanic 92.4%
- Socioeconomically Disadvantaged 92.2%
- The four year graduation rate for the following student groups increased
- Homeless 92.5% (by 6.8%)

Suspension Rate:
- Filipino, Green, declined .8%
- English Learner, orange maintained .1%

- Local Indicators Met
- Basic Services and Conditions (Priority 1), Implementation of State Academic Standards (Priority 2), Parents and Family Engagement (Priority 3), School Climate (Priority 6), Access to a Broad Course of Study (Priority 7)

- El Monte and Orosi High School AVID Demonstration Schools

- Orosi High School, Lovell High School, Esperanza High School: WASC Accredited

- PBIS Recognition
- Palm: Platinum
- Golden Valley: Platinum
- Cutler: Gold
- EL Monte: Gold
- Orosi High School: Silver
- Lovell: Silver

California School Dashboard: Performance Gaps
Smarter Balanced Summative Assessment Performance
- ELA
- Homeless, orange, declined 48.2 points
- Math
- Homeless, red, declined 22 points

English Learner Progress: red at 40.3% declined 14.8%

College and Career Indicator
- Low for English Learners
- Low for Students with Disabilities

Graduation Rate: English Learners 88.7%

Suspension Rate
- Hispanic, orange increased .6%
- Homeless, orange increased .4%
- Socioeconomically Disadvantaged, orange increased .4%
- Students with Disabilities, orange increased .7%

Orosi High School-ATSI Students with Disabilities Suspension

English Learners, Foster Youth, Homeless Youth, Students with Disabilities, Socioeconomically Disadvantaged, and Hispanic students experienced difficulties, as evidenced by their receipt of a Red performance rating in at least one indicator. Cutler Elementary and Golden Valley Elementary rated Red in one indicator. El Monte Middle School, Orosi High School and Lovell High School also faced similar

challenges, each receiving Red ratings in multiple indicators. The following schools and student groups had a red or low indicator on the 2023 California Dashboard.

- Cutler Elementary: English Learners on ELPI
- Golden Valley Elementary: English Learners on ELPI
- El Monte Middle: All students on Math
- El Monte Middle: English Learners on ELA
- El Monte Middle: English Learners on ELPI
- El Monte Middle: Hispanic students on Math
- El Monte Middle:Socioeconomically Disadvantaged students on Math
- Orosi High: All students on Suspension
- Orosi High: English Learners on Suspension
- Orosi High: Hispanic students onSuspension
- Orosi High: Students With Disabilities on Suspension
- Orosi High: English Learners on ELPI
- Lovell High: All students on CCI
- Lovell High: English Learner on CCI
- Lovell High: Socioeconomically Disadvantaged on CCI
- Lovell High: Hispanic on CCI
- Lovell High: English Learners on Suspension
- District Level: English Learners on ELPI
- District Level: Foster Youth on Suspension
- District Level: Socioeconomically Disadvantaged on Math

Despite these challenges, there were significant areas of progress. Filipino and Hispanic student groups made commendable advances in English Language Arts (ELA) and Mathematics, as highlighted by the California School Dashboard Indicators. Growth was also evident among Socioeconomically Disadvantaged students and students with disabilities. However, Homeless students encountered setbacks in ELA, and the performance of English learners and socioeconomically disadvantaged students saw no improvement. A Medium level of preparedness in college and career readiness was observed among all students, accounting for 41.2%. Additionally, a notable 10% decrease in chronic absenteeism was achieved District-wide, alongside a maintained graduation rate of 92.3%. The graduation rate for homeless students, in particular, showed a promising increase of 6.8%.

The District excelled in local indicators related to Basic Services and Conditions, Implementation of State Academic Standards, Parent and Family Engagement, School Climate, and Access to a Broad Course of Study. Furthermore, the achievement of WASC Accreditation by three high schools within the district marked a significant success. The inclusion of student voices in decision-making and the promotion of collaboration through partner sessions were strategic moves by the District. The Local Control and Accountability Plan (LCAP) has been effectively integrated into community outreach programs, reflecting a deep commitment to educational excellence and community involvement.

However, the increased chronic absenteeism among Foster Youth, along with low College and Career Indicators for English learners and students with disabilities, highlights areas needing attention. Additionally, a decline of 14.8% in English Learner Progress underscores the

need for targeted interventions to support this student groups.

Reflections: Technical Assistance

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

N/A

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Students	Throughout the year, multiple efforts were made to ensure student voice played a central role in shaping the Local Control and Accountability Plan (LCAP) and improving the overall educational experience. Student input was gathered through various methods, beginning with LCAP input meetings held in November, and December, where students shared their ideas on how to enhance the learning environment. In February and March, a Student Voice Workshop was conducted at El Monte, Orosi High School, and Lovell High School to capture perspectives on teaching and learning, and LCAP planning and climate surveys were distributed to further solicit feedback on student needs, possible actions, and suggested updates to the LCAP. Students expressed a need to feel connected to school to improve safety. Discussion of ways to enhance engagement, school safety, and connectedness was conducted through student surveys and both formal and informal feedback conversations. Students reported that engagement with teachers and staff provided a safer environment. Additionally, students shared positive feedback on existing supports, highlighting Academies & Pathways, learning opportunities in school, and translation devices as helpful tools for learning. They also appreciated college trips and the availability of dual enrollment programs, which contribute to a greater sense of purpose and connection to their educational journey.

Educational Partner(s)	Process for Engagement
	Empathy interviews were conducted throughout the year, allowing students to share their personal experiences and reflections on the learning process. This qualitative data was instrumental in tailoring district practices to better meet student needs. In April, the Senior Voice night gave senior representatives from OHS and Lovell a meaningful platform to contribute their perspectives on how the district can improve educational experiences for future students. Finally, an ongoing student feedback mechanism was established to ensure that student voices continue to inform district strategies and decisions in a regular and impactful way.
Parents	Recognizing parents as key educational partners, the district offered multiple opportunities for families to provide input and stay informed throughout the year. The engagement began with presentations of the LCAP at parent events held in August, March, and April, where families received updates and had opportunities to ask questions and offer feedback. In March, a parent survey was conducted to gather input on student needs, potential actions to address those needs, and suggested updates to the LCAP. Parents requested continued support for health and counseling services at school sites to meet students' needs and continued support for student struggling with behavior. The district posted the draft LCAP for public comment prior to the public hearing in June 2025, and a public hearing was held to solicit recommendations and comments from community members on proposed actions and expenditures. Following the hearing, the LCAP and Budget were formally adopted by the Board in June 2025, with local indicator data reported as a non-consent item. Finally, the adopted LCAP was posted on the district website in July 2025 to ensure continued access for all educational partners.

Educational Partner(s)	Process for Engagement
Cutler Orosi Unified Teachers Association (COUTA)	In April and May, district leadership met with local bargaining units to gather feedback on current initiatives and to identify areas for improvement. Additionally, a staff-wide survey was conducted to collect input on student needs, potential actions to support those needs, and ideas for updating the existing LCAP goals. To further strengthen the engagement process, the district partnered with Studer Education (an educational consulting organization), to provide input and guidance in collecting, analyzing, and utilizing feedback to inform strategic planning and enhance organizational effectiveness.
California School Employees Association (CSEA)	In April and May, district leadership met with local bargaining units to gather feedback on current initiatives and to identify areas for improvement. Additionally, a staff-wide survey was conducted to collect input on student needs, potential actions to support those needs, and ideas for updating the existing LCAP goals. To further strengthen the engagement process, the district partnered with Studer Education, to provide input and guidance in collecting, analyzing, and utilizing feedback to inform strategic planning and enhance organizational effectiveness.
Other School Personnel	In April and May, district leadership met with local bargaining units to gather feedback on current initiatives and to identify areas for improvement. Additionally, a staff-wide survey was conducted to collect input on student needs, potential actions to support those needs, and ideas for updating the existing LCAP goals. To further strengthen the engagement process, the district partnered with Studer Education, to provide input and guidance in collecting, analyzing, and utilizing feedback to inform strategic planning and enhance organizational effectiveness.
Special Education Local Plan Area (SELPA)	COJUSD collaborated with the Special Education Local Plan Area (SELPA) in February and April to review and refine LCAP content and

Educational Partner(s)	Process for Engagement
	goals. During these meetings, participants engaged in an in-depth analysis of data related to Students with Disabilities (SWDs) to identify areas of challenge, explore root causes, and determine specific student needs. The discussions also focused on aligning LCAP actions to directly address those identified needs, as well as outlining targeted professional development opportunities aimed at building the capacity of both teachers and administrators who serve SWDs.
Community Partners	Input was gathered from families and the community during organized meetings held in August, September, March, and April. These meetings were designed to better understand the needs of students and ensure that community perspectives were reflected in the plan. Studer Education also spoke with parents to gather feedback and better understand the needs of students, ensuring that family perspectives were reflected in the development of the plan. Prior to the official hearing, the draft LCAP was presented to the public for feedback. This effort aimed to broaden the range of opinions and gather diverse input regarding proposed policies and actions. As part of its commitment to transparency and community involvement, the LEA scheduled a public hearing in June 2025. This hearing provided educational partners with the opportunity to engage in direct communication regarding the actions and expenditures outlined in the LCAP.
School Site Councils (SSC)	Ongoing meetings were conducted with the School Site Councils, where key topics were discussed, including school-level data analysis, School Plans for Student Achievement, parent involvement opportunities, and safety improvements at schools. Parents emphasized the importance of increasing student access to books at home to promote literacy. They recommended enhanced staff training to better equip teachers in lesson delivery and identified a need for

Educational Partner(s)	Process for Engagement
	expanded tutoring opportunities to address learning loss. Parents specifically requested after-school intervention programs focused on literacy, Feedback and comments from the School Site Councils were reviewed and addressed by the Superintendent in a formal written response, ensuring that all input was acknowledged and incorporated into the planning process. This review and response process took place in May 2025. Based on these interactions, strategies for improving student achievement and safety were formulated, with the input from School Site Councils helping to shape the actions and goals for these areas.
English Learner Advisory Council (ELAC)	A key component of this process involved engaging with the English Learner Advisory Council (ELAC) to understand the specific needs of English Learner students and their families. These discussions were aimed at addressing the unique challenges faced by this demographic and have been an ongoing effort. Parent emphasized continued support for students. The District English Learner Advisory Council also functioned as the English Learner Parent Advisory Committee for the purposes of the LCAP development Analysis of school-level data was conducted during the months of October, November, February, and March. The insights gained from this analysis were instrumental in providing effective strategies for the School Plan for Student Achievement. Feedback and comments from the English Learner Advisory Council were reviewed and addressed by the Superintendent in a formal written response, ensuring that all input was acknowledged and incorporated into the planning process. This review and response process took place in May 2025.

Educational Partner(s)	Process for Engagement
Administrators	Bi-monthly meetings were held with district-level administrators to facilitate and oversee the LCAP's implementation, ensuring that educational partners were consistently involved in the process and that the plan stayed aligned with the district's goals. A survey was circulated among administrators in January and March to gather feedback on the effectiveness of LCAP initiatives. This survey helped identify any necessary modifications and fostered open communication channels, contributing to continuous improvement in the school district's efforts.
Board Members	In February 2025, mid-year LCAP data was presented to board members to gather their perspectives and identify potential areas of improvement. This presentation allowed for open discussion and provided valuable insights into the effectiveness of the strategies in place. Following the February presentation, another LCAP input presentation (March) was delivered to board members, along with a survey. The insights gained from their responses were used to refine and enhance the strategies and interventions employed by the district. This feedback-driven process aimed to optimize student achievement by aligning district efforts with board priorities. The Governing Board provided input that focused continuing to provide parent engagement programs that build their capacity in supporting their child in their education. COJUSD collaborated closely with board members to reassess the LCAP and address any identified gaps.
Equity Multiplier (Lovell, Esperanza, Community Day School)	Collaboration also took place with Equity Multiplier School Sites, including Lovell, Esperanza, and Community Day School, to gather valuable insights aimed at fostering educational growth and development. These school sites provided targeted feedback to inform the strategies that would benefit students across the district. In

Educational Partner(s)	Process for Engagement
	April, input sessions were held with parents, staff, and students to analyze California Dashboard data and discuss the specific needs at the schools. Special attention was given to the students' perspectives, including discussions on potential pathways at Alternative Education (Alt Ed), to ensure that all voices were heard in the decision-making process.
DAC (District Advisory Committee) - Functioning and constituted to function as the Parent Advisory Committee for purposes of LCAP development	Ongoing meetings were conducted with the District Advisory Committee (DAC), which is duly constituted and functions as the Parent Advisory Committee for the purposes of LCAP development. The committee included broad parent representation, including a parent of a student with disabilities (SWD) as well as two students from the district. Key topics discussed included district and school-level data analysis, School Plans for Student Achievement, parent engagement opportunities, and safety enhancements at school sites. Parents emphasized the need to increase student access to books at home to promote literacy, recommended enhanced staff training to improve lesson delivery, and identified a need for expanded tutoring opportunities to address learning loss. Parents also specifically requested after-school intervention programs focused on literacy. Feedback and comments from the DAC were formally reviewed by the Superintendent, who provided written responses to ensure that input was acknowledged and incorporated into the planning process. This review and response process occurred in May 2025. The input gathered through the DAC helped inform the development of strategies and actions aimed at improving student achievement, well-being, and school safety.

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

Similar to feedback collected last year, and in response to input received from educational partners regarding academic excellence, college and career readiness, school safety, student connectedness, improved attendance, and reduced suspension rates, Cutler-Orosi Joint Unified School District has developed a comprehensive goal to address these priorities. This goal will be supported through targeted actions

designed to accelerate learning, enhance student well-being, expand access to academic and social-emotional supports, and foster a safe and inclusive school environment.

Additional Staff for Positive Behavior Support: Additional staff are consistently deployed to support Positive Behavioral Interventions and Supports (PBIS), ensuring a safe learning environment and enhancing student engagement. (Action 1.1)

Supplemental Instructional Materials for English Learners: The district will continue to provide supplemental instructional materials to support the academic growth of English Learners by strengthening their command of the English language and enriching their academic content knowledge. (Action 1.2)

Early Education Support: The district provides early education services for children aged 0-5 years, including English Learners, to ensure they are prepared for school-based learning. (Action 1.3)

Reading and Literacy Interventions: Interventions are offered to students not meeting academic standards, including Low Income, English Learners, Unduplicated students, SWD, and Foster Youth, using Fountas and Pinnell and Smarter Balanced Results metrics. (Action 1.4)

Library Resources and Support for English Learners: The district provides library resources and individualized support tailored to English Learners to encourage reading and promote achievement of academic standards. (Action 1.5)

College and Career Readiness: College and career experiences are provided to all students to prepare them for a wide range of post-secondary options. (Action 1.6)

Support for At-Risk Students: Individualized support is provided to at-promise students, aiming to reduce the dropout rate and promote adherence to standards. (Action 1.7)

Early Literacy Intervention for K-2: Intervention and acceleration services are provided to K-2 students who are reading below grade level. (Action 1.8)

Improved Attendance and Behavior: Efforts to maintain or improve student attendance and encourage positive behavior are being strengthened to foster school connectedness and reduce disruptions. (Action 1.9)

Social-Emotional Support: Social-emotional development, mental health, and health supports are provided to ensure students can focus on learning, which enhances school connectedness. (Action 1.10)

Broad Course of Study and Enrichment: The district ensures access to visual and performing arts for all students, regardless of grade level or language proficiency. (Action 1.11)

Enrichment for GATE Students: Enrichment opportunities for GATE students are offered, including after-hours programs and supplemental materials. (Action 1.12)

Co-Curricular Programs: Health, fitness, and academic competitiveness are promoted through co-curricular program opportunities. (Action 1.13)

Family Support Services: The Family Education Center provides additional support to help parents and students overcome obstacles and fully engage in the school community. (Action 1.14)

Support for English Learners: Additional support staff is provided to aid English Learners in achieving English proficiency, with progress monitored through reclassification efforts. (Action 1.15)

Reduction in Suspension Rates: Suspension rates at Lovell and Orosi High School are being reduced, with a focus on students in foster care, low-income students, and English Learners who are at increased risk for trauma, particularly due to school closures. (Action 1.16)

Support for Underperforming Students: Additional support is provided to homeless, Hispanic, and socioeconomically disadvantaged students at El Monte Middle School, particularly those underperforming in Math CASSPP assessments. (Action 1.17)

Similar to feedback collected last year, and in response to input received from educational partners the Cutler-Orosi Joint Unified School District has developed the following actions aimed at developing the capacity of students, parents, and staff:
Teacher Mentoring: Mentoring is provided to teachers to ensure students receive instruction from fully credentialed and appropriately assigned educators. (Action 2.1)

Ongoing Professional Learning: Ongoing training and professional development for all staff (certificated, classified, and management) is provided to enhance efficacy in meeting the needs of all students. (Action 2.2)

Instructional Coaching: Professional learning and instructional coaching support are provided to enhance teacher capacity for adhering to State Standards and promoting higher levels of student learning, especially for English Learners and Students with Disabilities. (Action 2.3)

Parent and Categorical Program Support: Coordinated services for English Learners and parent education programs improve student learning and provide support to parents of students with disabilities. (Action 2.4)

Parent Education Opportunities: Meaningful opportunities for parent education and training are provided, including for parents of English Learners and students with disabilities. (Action 2.5)

Parent Involvement Funding: Additional funding is allocated to support district-parent communication and involve parents, especially those of unduplicated students and students with special needs, in decision-making processes. (Action 2.6)

Similar to feedback collected last year, and in response to input received from educational partners, the Cutler-Orosi Joint Unified School District has developed the following actions to create systems that better serve students:
Technology Integration: Instructional and operational technology is provided to all students, with maintenance and support ensured by the District to facilitate effective access to technology. (Action 3.1)

Facilities for Positive School Culture: Adequate facilities are provided to support a positive school culture and 21st-century learning. (Action 3.2)

Data-Driven Support: Support for the implementation of technology aimed at enhancing the educational experience and conducting comprehensive data analysis of student performance is provided. (Action 3.3)

Equity Multiplier School Site Focus
Similar to feedback collected last year, and in response to input received from educational partners, the Cutler-Orosi Joint Unified School District has developed a focus goal for the Equity Multiplier School Site to address the following actions:

Individualized Student Support: Individualized support is provided to students to address learning needs and improve college and career indicators and suspension rates. (Action 5.1)

Online CTE Pathway Options: An online platform is offered to provide students with Career and Technical Education (CTE) classes and pathway options. (Action 5.2)

Supplemental Materials for CTE: Supplemental educational materials are provided for the full execution of the online CTE program. (Action 5.3)

School Connectedness Opportunities: Opportunities are provided to promote school connectedness, enhancing student development and success. (Action 6.1)

Intervention Services: Intervention services are provided to students to support academic and behavioral growth. (Action 7.1)

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Achieve academic excellence and meet the needs of all students in a safe and supportive environment so all students will be college, career, and college ready and prepared to compete in a global economy.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

COJUSD developed this goal with input from various educational partner groups. Parents and community members expressed the importance of not only academic success but also the need for comprehensive services that address students' overall well-being. Teachers and administrators highlighted the need for resources to support high-quality instruction that aligns with college and career standards. Students shared their desire for a school environment that supports both their academic goals and their emotional and physical health. This collaborative input has shaped a goal that is responsive to the diverse needs of the district's students and community Goal 1 focuses on preparing students for college and career through academic excellence and by providing wrap around services that support student's emotional well-being while ensuring a safe environment.

COJUSD has consistently and steadily increased academic achievement, demonstrating the effectiveness of its instructional program in preparing students to be college and career ready at higher rates each year.

COJUSD has maintained this goal, continuing to aim for ALL students to be college and career ready. This success is a direct result of the district's strategic focus on high-quality teaching, coupled with wraparound services that ensure students are supported in every aspect of their development. The safe and supportive environment that COJUSD provides is another critical component, as it creates the conditions necessary for students to thrive academically and socially

The following data from from the 2023 California Dashboard supports the continued need for this goal:
Over the last LCAP cycle, student academic achievement was impacted and there has been growth in several grade levels as well.
English Language Arts

- Grade 4: Students improved by 3.1 points (Distance from Standard) in 2023 to 2024.
- Grade 4, English Learners: Students improved by 11.5 points (Distance from Standard) in 2023 to 2024.
- Grade 6: Students improved by 1.9 points (Distance from Standard) in 2023 to 2024.
- Grade 7: Students improved by 9.9 points (Distance from Standard) in 2023 to 2024.
- Grade 8: Students improved by 4.9 points (Distance from Standard) in 2023 to 2024.
- Grade 8, English Learners: Students improved by 6.8 points (Distance from Standard) in 2023 to 2024.
- Grade 11: Students improved by 27.0 points (Distance from Standard) in 2023 to 2024.
- Grade 11, English Learners: Students improved by 29.0 points (Distance from Standard) in 2023 to 2024

Math

- Grade 3: Students improved by 4.8 points (Distance from Standard) in 2023 to 2024.
- Grade 3, English Learners: Students improved by 4.2 points (Distance from Standard) in 2023 to 2024.
- Grade 6: Students improved by 7.3 points (Distance from Standard) in 2023 to 2024.
- Grade 7: Students improved by 19.9 points (Distance from Standard) in 2023 to 2024.
- Grade 7, English Learners: Students improved by 33.7 points (Distance from Standard) in 2023 to 2024.
- Grade 8: Students improved by 4.2 points (Distance from Standard) in 2023 to 2024.
- Grade 11: Students improved by 2.5points (Distance from Standard) in 2023 to 2024.
- Grade 11, English Learners: Students improved by 12.2 points (Distance from Standard) in 2023 to 2024.

Suspension Rate

- Hispanic, orange increased .6%
- Homeless, orange increased .4%
- Socioeconomically Disadvantaged, orange increased .4%
- Students with Disabilities, orange increased .7%

Attendance Rate

- Cutler School: 1.00% increase in attendance from 2023 (93.91%) to 2024 (94.91%)
- Golden Valley School: 0.76% increase in attendance from 2023 (94.42%) to 2024 (95.18%)
- Palm School: 1.58% increase in attendance from 2023 (93.96%) to 2024 (95.54%)
- El Monte Middle School: 0.44% increase in attendance from 2023 (94.45%) to 2024 (94.89%)
- Orosi High School: 0.02% increase in attendance from 2023 (95.16%) to 2024 (95.18%)

California Healthy Kids Survey
5th Grade: 77% of students feel a sense of school connectedness
7th Grade: 46% of students feel a sense of school connectedness
9th Grade: 46% of students feel a sense of school connectedness
11th Grade: 49% of students feel a sense of school connectedness

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Access to standards-aligned materials (Source: Textbook Sufficiency Resolution)	All Students: 100% (Year: 2023-2024)	All Students: 100% (Year: 2024-2025)		Maintain All Students: 100%	All Students: 0%
1.2	Implementation of academic content and performance standards for all students, including how English Learners will access CCSS and ELD Standards (Source: LCFF Priority 2 Self Reflection Tool)	English Language Arts: Full Implementation Math: Full Implementation History/Social Science: Full Implementation Science: Full Implementation Career Technical Education: Full Implementation Health Education: Initial Implementation Physical Education: Full Implementation Visual and Performing Arts: Full Implementation	English Language Arts: Full Implementation Math: Full Implementation History/Social Science: Full Implementation Science: Full Implementation Career Technical Education: Full Implementation Health Education: Initial Implementation Physical Education: Full Implementation Visual and Performing Arts:		English Language Arts: Full Implementation and sustainability Math: Full Implementation History/Social Science: Full Implementation and sustainability Implementation Science: Full Implementation and sustainability Career Technical Education: Full Implementation and sustainability Health Education: Full Implementation and sustainability	English Language Arts: No difference Math: No difference History/Social Science: No difference Implementation Science: No difference Career Technical Education:No difference Health Education: No difference Physical Education: No difference Visual and Performing Arts: No difference

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		World Language Standards: Full Implementation (Year: 2023-2024)	Full Implementation World Language Standards: Full Implementation (Year: 2024-2025)		Physical Education: Full Implementation and sustainability Visual and Performing Arts: Full Implementation and sustainability World Language Standards: Full Implementation and sustainability	World Language Standards: No difference
1.3	Smarter Balanced Results Distance from Standard (DFS) in ELA (Source: CA Dashboard)	All: -33.4 SED: -35.9 SWD: -111.8 EL: -64.9 LTEL: * Hispanic: -34.8 Filipino: 14.7 Foster Youth: -56.4 Homeless: -64.3 * = Data Unavailable (Year: 2022-2023)	All: -29.2 SED: -31.5 SWD: -103.4 EL: -63.4 LTEL:-101.9 Hispanic: -31.1 Filipino: 38.7 Foster Youth: -80.2 Homeless: -81.7 * = Data Unavailable		All: -3.4 SED: -5.9 SWD: -66.8 EL: -19.9 LTEL: -50.9 Hispanic: -4.8 Filipino: 19.7 Foster Youth: -11.4 Homeless: -19.3 * = Data Unavailable	All: 4.2 point increase SED: 4.4 point increase SWD: 8.4 point increase EL: 1.5 point increase LTEL: Distance to be determined after Year 1 Hispanic: 3.7 point increase Filipino: 24 point increase

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			(Year: 2023-2024)			Foster Youth: -23.8 point decrease Homeless: -17.4 point decrease
1.4	Smarter Balanced Results Distance from Standard (DFS) in Mathematics (Source: CA Dashboard)	All: -79.4 SED: -81.5 SWD: -139.4 EL: -102.9 LTEL: * Hispanic: -80.6 Filipino: -28 Foster Youth: -83.9 Homeless: -101.1 * = Data Unavailable (Year: 2022-2023)	All: -75.8 SED: -78.4 SWD: -135.5 EL: -101.1 LTEL: -164.6 Hispanic: -76.9 Filipino: -21.6 Foster Youth: -163.9 Homeless: -129.3 (Year: 2023-2024)		All: -49.4 SED: -51.5 SWD: -94.4 EL: -57.9 LTEL: -106.6 Hispanic: -50.6 Filipino: 2 Foster Youth: -38.9 Homeless: -56.1 * = Data Unavailable	All: 3.6 point increase SED: 3.1 point increase SWD: 3.9 point increase EL: 1.8 point increase LTEL: Distance to be determined after Year 1 Hispanic: 3.7 point increase Filipino: 6.4 point increase Foster Youth: -80 point decrease Homeless: -28.2 point decrease

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.5	CAASPP/CAA Assessments for Science Percentage of students meeting or exceeding standards (Source: CA Dashboard)	All: 15.53% SED: 14.83% SWD: 0% EL: 3.10% LTEL: * Hispanic: 14.66% Filipino: 33.34% Foster Youth: Data Suppressed to protect student privacy-less than 11 students Homeless: 9.76% * = Data Unavailable (Year: 2022-2023)	All: 19.05% SED: 18.38% SWD: 2.86% EL: 2.63% LTEL: 0% Hispanic: 18.13% Filipino: 50% Foster Youth: Data Suppressed to protect student privacy-less than 11 students Homeless: 9.30% * = Data Unavailable (Year: 2023-2024)		All: 25.53% SED: 24.83% SWD: 10% EL: 13.10% LTEL: 10% Hispanic: 24.66% Filipino: 43.34% Foster Youth: Data Suppressed to protect student privacy-less than 11 students Homeless: 19.76% * = Data Unavailable	All: 3.52% increase SED: 3.55% increase SWD: 2.86% increase EL: -.53% decrease LTEL: Distance to be determined after Year 1 Hispanic: 3.47% increase Filipino: 16.66% increase Foster Youth: Data Suppressed to protect student privacy-less than 11 students Homeless: -0.46% decrease
1.6	Percentage of Students who have successfully completed A-G Requirements	All: 38.1% SED: 38.1% SWD: 4.2%	All: 31.6% SED: 32.3% SWD: 13%		All: 45.3% SED: 45.2% SWD: 15%	All: 5.4% increase SED: 5.8% increase

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	(Source: Data Quest)	EL: 19.3% LTEL: Not Available Hispanic: 37.6% Filipino: * Foster Youth: * Homeless: 32.4% * = Data Unavailable (Year: 2022-2023)	EL: 14.7% LTEL: Not Available Hispanic: 30.3% Filipino: * Foster Youth: * Homeless: 20% * = Data Unavailable (Year: 2023-2024)		EL: 3% LTEL: Not Available Hispanic: 44.7% Filipino: * Foster Youth: * Homeless: 36.7% * = Data Unavailable	SWD: 8.8% increase EL: -4.6% decrease LTEL: Distance to be determined after Year 1 Hispanic: 7.3% increase Filipino: * Foster Youth: * Homeless: -12.4% decrease * = Data Unavailable
1.7	Percentage of pupils who have successfully completed CTE Courses from an approved career pathway. (Source: CA Dashboard Met UC/CSU Requirements and CTE Pathway Completion Report)	All: 45.5% SED: 45.8% SWD: 34.4% EL: 36.3% LTEL: * Hispanic: 46.8% Filipino: *	All:45.7 % SED: 45.4% SWD: 34.5% EL: 33.3% LTEL: 35.1% Hispanic: 44.9% Filipino: *		All: 54.8% SED: 50.3% SWD: 45% EL: 45% LTEL: 55.1% Hispanic: 53.5% Filipino: *	All: .2% increase SED: .3% increase SWD: .1% increase EL: -3% decrease LTEL: Distance to be determined after Year 1

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Foster Youth: * Homeless: 33.0% * = Data Unavailable (Year: 2022-2023)	Foster Youth: * Homeless: 31% * = Data Unavailable (Year: 2023-2024)		Foster Youth: * Homeless: 40% * = Data Unavailable	Hispanic: -1.9% decrease Filipino: * Foster Youth: * Homeless: -2% decrease * = Data Unavailable
1.8	Percentage of Students Meeting UC/CSU Requirements and Completing at Least One CTE Pathway (Source: CA Dashboard UC Met UC/CSU Requirements and CTE Pathway Completion)	All: 22.1% SED: 22.4% SWD: 3.1% EL: 9.7% LTEL: No measures available for this group Hispanic: 21.5% Homeless: 5.0% (2023 Dashboard)	All: 22% SED: 21.7% SWD: 6.9% EL: 7.6% LTEL: 8.5% Hispanic: 20.9% Homeless: 17.2% (2024 Dashboard)		All: 30% SED: 30% SWD: 8% EL: 15% LTEL: 30% Hispanic: 30% Filipino: * Foster Youth: * Homeless: 8% * = Data Unavailable	All: -0.1% SED: -0.7% SWD: +3.8% EL: -2.1% LTEL: No comparison data available Hispanic: -0.6% Homeless: +12.2%
1.9	Percentage of students who met each of the measures in the College	Prepared Category All: 41.2%	Prepared Category		Prepared Category	Prepared Category

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	and Career Indicator “Prepared” and “Approaching” Levels” (Source: CA Dashboard College/Career Levels & Measures Report)	SED: 41.3% SWD: 12.5% EL: 16.3% LTEL: * Hispanic: 41.4% Filipino: * Foster Youth: * Homeless: 37.5% – Approaching Category All: 25.7% SED: 25.3% SWD: 31.3% EL: 35% LTEL: * Hispanic: 26% Filipino: * Foster Youth: *	All: 39.8% SED: 39.5% SWD: 7.1% EL: 14.3% LTEL: 16% Hispanic: 38.5% Filipino: * Foster Youth: * Homeless: 27.6% – Approaching Category All: 21.7% SED: 21.8% SWD: 39.3% EL: 26.7% LTEL: 27.7% Hispanic: 22.4% Filipino: *		All: 51.2% SED: 51.3% SWD: 22.5% EL: 26.3% LTEL: 25% Hispanic: 51.4% Filipino: * Foster Youth: * Homeless: 47.5% – Approaching Category All: 30.7% SED: 30.3% SWD: 36.3% EL: 40% LTEL: 25% Hispanic: 31% Filipino: *	All: -1.4% decrease SED: -1.8% decrease SWD: -5.4% decrease EL: -2% decrease LTEL: * Hispanic: -2.9% decrease Filipino: * Foster Youth: * Homeless: -9.9% decrease – Approaching Category All: -4% decrease SED: -3.5% decrease SWD: 8% increase EL: -8.3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Homeless: 32.5% * = Data Unavailable (Year: 2022-2023)	Foster Youth: * Homeless: 13.8% * = Data Unavailable (Year: 2023-2024)		Foster Youth: * Homeless: 38.5% * = Data Unavailable	LTEL: * Hispanic: -3.6% decrease Filipino: * Foster Youth: * Homeless: -18.7 decrease * = Data Unavailable
1.10	Percentage of pupils who are awarded the Seal of Biliteracy (Source: DataQuest; Four Year Cohort Graduation Rates and Outcomes)	All: 2.6% SED: 2.6% SWD: 0% EL: 0.9% LTEL: * Hispanic: 2.7% Filipino: * Foster Youth: * Homeless: 2.7% * = Data Unavailable (Year: 2022-2023)	All: 0% SED: 0% SWD: 0% EL: 0% LTEL: 0% Hispanic: 0% Filipino: 0% Foster Youth: 0% Homeless: 0% (Year: 2023-2024)		All: 10% SED: 10% SWD: 5% EL: 10% LTEL: 10% Hispanic: 10% Filipino: * Foster Youth: * Homeless: 10% * = Data Unavailable	All: -2.6% decrease SED: -2.6% decrease SWD: no change in data EL: -0.9% decrease LTEL: * Hispanic: -2.7% decrease Filipino: * Foster Youth: *

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						Homeless: -2.7% decrease * = Data Unavailable
1.11	Percentage of English Learners who progress in English Proficiency (CA Dashboard)	40.3% making progress toward EL Proficiency (Year: 2022-2023)	42.1% making progress toward EL Proficiency (Year: 2023-2024)		50.3% making progress toward EL Proficiency	1.8% increase in making progress toward EL Proficiency
1.12	English Learner Reclassification Rate (Source: CALPADS)	5.6% (Year: 2022-2023)	11.6% (Year: 2023-2024)		50.95%	5% increase
1.13	Percentage of students passing AP exams with a score of 3 or higher (Source: Local College Board Data)	All: 4.1% Hispanic: 3.4% EL: 5.0% SED: 4.1% SWD: 0.0% Homeless: 6.7% (Year: 2022-2023)	All: 6.9% Hispanic: 7.0% EL: 3.9% SED: 6.9% SWD: 0.0% Homeless: 0% (Year: 2023-2024)		All: 14.1% Hispanic: 13.4% EL: 15.0% SED: 14.1% SWD: 10.0% Homeless: 16.7%	All: 2.8% increase Hispanic: 3.6% increase EL: -1.1% decrease SED: 2.8% increase SWD: no change in data Homeless: -6.7% decrease

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.14	Percentage of Student who are prepared for college by the Early Assessment Program	17.07% of 11th grade students Exceeded Standards in ELA 4.90% of 11th grade students Exceeded Standards in Math 33.45% of 11th grade students Met Standards in ELA 11.89% of 11th grade students Met Standards in Math (Year: 2022-2023)	20.80% of 11th grade students Exceeded Standards in ELA 3.11% of 11th grade students Exceeded Standards in Math 35.40% of 11th grade students Met Standards in ELA 10.67% of 11th grade students Met Standards in Math (Year: 2023-2024)		27.07% of 11th grade students Exceeded Standards in ELA 14.90% of 11th grade students Exceeded Standards in Math 43.45% of 11th grade students Met Standards in ELA 21.89% of 11th grade students Met Standards in Math	3.73% of 11th grade students Exceeded Standards in ELA -1.79% of 11th grade students Exceeded Standards in Math 1.95% of 11th grade students Met Standards in ELA -1.22% of 11th grade students Met Standards in Math
1.15	Attendance Rates (Source: School Site Monthly Attendance Report)	Cutler School: 93.91% Golden Valley School: 94.42% Palm School: 93.96% El Monte School: 94.48% Orosi High School: 95.18%	Cutler School: 94.94% Golden Valley School: 95.18% Palm School: 95.44% El Monte School: 94.79% Orosi High School: 95.29%		Cutler School: 95% Golden Valley School: 95% Palm School: 95% El Monte School: 96% Orosi High School: 96%	Cutler School: 1.03% increase Golden Valley School: .76% increase Palm School: 1.48% increase El Monte School: .31% increase

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Lovell High School: 97.20% (Year: 2022-2023)	Lovell High School: 80.80% (Year: 2023-2024)		Lovell High School: 97.5%	Orosi High School: .11% difference Lovell High School: -16.4% decrease
1.16	Chronic absenteeism rates (Source: Dashboard)	All: 18.4% SED: 18.6% SWD: 27.3% EL: 18% LTEL: * Hispanic: 18.6% Filipino: 8.7% Foster Youth: 19.2% Homeless: 22.7% * = Data Unavailable (Year: 2022-2023)	All: 11.9% SED: 12% SWD: 19.1% EL:10.7 % LTEL: 18.4% Hispanic: 12% Filipino:5.8 % Foster Youth: 18.8% Homeless: 19.5% * = Data Unavailable (Year: 2023-2024)		All: 8.4% SED: 8.6% SWD: 17.3% EL: 8% LTEL: 10% Hispanic: 8.6% Filipino: .7% Foster Youth: 9.2% Homeless: 12.7% * = Data Unavailable	All: 6.5% decrease in student chronic absenteeism rates SED: 6.6% decrease in student chronic absenteeism rates SWD: 8.2% decrease in student chronic absenteeism rates EL: 8.7% decrease in student chronic absenteeism rates LTEL: * Hispanic: 6.6% decrease in student chronic absenteeism rates Filipino: 2.9% decrease in student chronic absenteeism rates

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						Foster Youth: 0.4% decrease in student chronic absenteeism rates Homeless: 3.2% decrease in student chronic absenteeism rates * = Data Unavailable
1.17	High School dropout rates (Source: CALPADS)	All: 4.4% SED: 4.5% SWD: 10% EL: 19.8% LTEL: * Hispanic: 4.2% Filipino: * Foster Youth: * Homeless: 7.5% * = Data Unavailable (Year: 2022-2023)	All: 3.04% SED: 3.1% SWD: 0% EL: 6.6% LTEL: * Hispanic: 3.2% Filipino: N/A Foster: N/A Homeless: 3.4% * = Data Unavailable		All: .4% SED: .5% SWD: 1% EL: 9.8% LTEL: * Hispanic: .2% Filipino: * Foster Youth: * Homeless: .5% * = Data Unavailable	All: 1.36% decrea se in high school dropout rates SED: 1.4% decrease in high school dropout rates SWD: 10% decrease in high school dropout rates EL: 13.2% decrease in high school dropout rates LTEL: *

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			(Year: 2023-2024)			Hispanic: 1% decrease in high school dropout rates Filipino: * Foster Youth: * Homeless: 4.1% decrease in high school dropout rates * = Data Unavailable
1.18	Middle School dropout rates (Source: CALPADS)	0% (Year: 2022-2023)	0% (Year: 2023-2024)		0%	Data remained at 0%
1.19	High School graduation rates (Source: CA Dashboard)	All: 92.3% SED: 92.2% SWD: 75% EL: 88.7% LTEL: * Hispanic: 92.4% Filipino: * Foster Youth: *	All: 94% SED: 93.9% SWD: 82.8% EL: 90.5% LTEL: 93.6% Hispanic: 94.1% Filipino: * Foster Youth: *		All: 97.3% SED: 97.2% SWD: 85% EL: 93.7% LTEL: 93% Hispanic: 97.4% Filipino: * Foster Youth: *	All: 1.7% increase SED: 1.9% increase SWD: 7.8% increase EL: 1.8% increase LTEL: Difference will be calculated after year 1

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Homeless: 92.5% * = Data Unavailable (Year: 2022-2023)	Homeless: 86.2% * data not displayed for privacy (Year: 2023-2024)		Homeless: 97.5% * = Data Unavailable	Hispanic: 1.7% increase Filipino: * Foster Youth: * Homeless: 6.3% decrease * = Data Unavailable
1.20	Suspension rates (Source: CA Dashboard)	All: 4.9% SED: 4.9% SWD: 7.6% EL: 5.8% LTEL: * Hispanic: 5% Filipino: 2.9% Foster Youth: 11.1% Homeless: 5.2% * = Data Unavailable (Year: 2022-2023)	All: 4% SED: 4.1% SWD: 4.8% EL: 3.9% LTEL: 9.3% Hispanic:4.1% Filipino: 0% Foster Youth:11.5% Homeless: 4.6% * = Data Unavailable (Year: 2023-2024)		All: 2.9% SED: 2.9% SWD: 3.6% EL: 2.8% LTEL: 2.5% Hispanic: 2% Filipino: .9% Foster Youth: 5% Homeless: 2.2% * = Data Unavailable	All: .9% decrease in suspension rates SED: .8% decrease in suspension rates SWD: 2.8% decrease in suspension rates EL: 1.9% decrease in suspension rates LTEL: Difference will be calculated after year 1 Hispanic:. 9% decrease in suspension rates

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						Filipino: 2.9% decrease in suspension rates Foster Youth: .4% increase in suspension rates Homeless: .6% decrease in suspension rates
1.21	Expulsion rates (Source: DataQuest)	All: 0.37% SED: 0.4% SWD: 0.2% EL: 0.6% LTEL: * Hispanic: 0.37% Filipino: * Foster Youth: 0% Homeless: 0.7% * = Data Unavailable (Year: 2022-2023)	All: 0.2% SED: 0.2% SWD: 0% EL: 0.2% LTEL: * Hispanic: 0.2% Filipino: 0% Foster Youth: 0% Homeless: % * = Data Unavailable (Year: 2023-2024)		All: 0.2% SED: 0.2% SWD: 0.1% EL: 0.3% LTEL: 0% Hispanic: 0% Filipino: 0% Foster Youth: 0% Homeless: 0.2% * = Data Unavailable	All: 0.17% decrease in expulsion rates SED: 0.2% decrease in expulsion rates SWD: 0.2% decrease in expulsion rates EL: 0.4% decrease in expulsion rates LTEL: * Hispanic: 0.17% decrease in expulsion rates Filipino: *

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						Foster Youth: No exclusions Homeless: 0.7% decrease in expulsion rates * = Data Unavailable
1.22	Sense of school connectedness (Source: CA Healthy Kids Survey)	5th Grade: 77% of students feel a sense of school connectedness 7th Grade: 46% of students feel a sense of school connectedness 9th Grade: 46% of students feel a sense of school connectedness 11th Grade: 49% of students feel a sense of school connectedness (Year: 2022-2023)	5th Grade: 78% of students feel a sense of school connectedness 7th Grade: 43% of students feel a sense of school connectedness 9th Grade: 44% of students feel a sense of school connectedness 11th Grade: 49% of students feel a sense of school connectedness (Year: 2024-2025)		5th Grade: 90% of students feel a sense of school connectedness 7th Grade: 75% of students feel a sense of school connectedness 9th Grade: 75% of students feel a sense of school connectedness 11th Grade: 75%of students feel a sense of school connectedness	5th Grade: 1% increase in the % students that feel a sense of school connectedness 7th Grade: 3% decrease in the % students that feel a sense of school connectedness 9th Grade: 2% decrease in the % students that feel a sense of school connectedness 11th Grade: no change in the % students that feel a sense of school connectedness

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.23	Broad Course of Study (Source: SIS Master Schedule)	Elementary Course Access: 100% of students had access Secondary Course Access: 100% of students had access A-G Course Access: 100% of students had access English Learner Course Access: 100% of students had access (Year: 2022-2023)	Elementary Course Access: 100% of students had access Secondary Course Access: 100% of students had access A-G Course Access: 100% of students had access English Learner Course Access: 100% of students had access (Year: 2023-2024)		Elementary Course Access: 100% Secondary Course Access: 100% A-G Course Access: 100% English Learner Course Access: 100%	Elementary Course Access: No difference in data Secondary Course Access: No difference in data A-G Course Access: No difference in data English Learner Course Access: No difference in data
1.24	Extra Curricular Activities (Source: Athletic Director Participation Report)	Students involved in extracurricular activities: El Monte Middle School: 283 Orosi High School: 357 (Year: 2022-2023)	Students involved in extracurricular activities: El Monte Middle School: 169 Orosi High School: 367 (Year: 2023-2024)		Students involved in extracurricular activities: El Monte Middle School: 350 Orosi High School: 400	Students involved in extracurricular activities: El Monte Middle School: 114 student decrease Orosi High School: 10 student increase
1.25	Percentage of 2nd graders reading on or above grade level	All: 42% EL: 27%	All: 52% EL: 37%		All: 90% EL: 90%	All: 10% increase EL: 10% increase

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	(Source: Fountas and Pinnell)	(Year: 2022-2023)	(Year: 2023-2024)			
1.26	College and Career Work Based Learning Activities Provided to K-12 students (Source: Work Based Continuum Plan)	100% of students provided with work based activities (Year: 2022-2023)	100% of students provided with work based activities (Year: 2023-2024)		100% of students provided with work based activities	No difference in data
1.27	Parent Engagement Report (Source: Monthly Site Parent Involvement Report)	Cutler Elementary: 3206 Parents attended parent events or trainings in 2023-2024 Golden Valley: 846 Parents attended parent events or trainings 2023-2024 Palm: 1505 Parents attended parent events or trainings 2023-2024 El Monte: 2404 Parents attended parent events or trainings 2023-2024 Orosi High School: 2037 Parents attended parent events or trainings 2023-2024	Cutler Elementary: 4,288 Parents attended parent events or trainings in 2024-2025 Golden Valley: 3,434 Parents attended parent events or trainings 2024-2025 Palm: 2,398 Parents attended parent events or trainings 2024-2025 El Monte: 2,583 Parents attended parent events or trainings 2024-2025		Cutler Elementary: 3500 Parents attended parent events or trainings Golden Valley: 1000 Parents attended parent events or trainings Palm: 2000 Parents attended parent events or trainings El Monte: 2700 Parents attended parent events or trainings Orosi High School: 2400 Parents attended parent events or trainings	Cutler Elementary: 1,082 Parent increase Golden Valley: 2,588 Parent increase Palm: 893 Parent increase El Monte: 134 Parent increase Orosi High School: 3,950 Parent increase Alt Ed: 23 Parent increase

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Alt Ed: 53 Parents attended parent events or trainings 2023-2024	Orosi High School: 5,987 Parents attended parent events or trainings 2024-2025 Alt Ed: 76 Parents attended parent events or trainings 2024-2025		Alt Ed: 100 Parents attended parent events or trainings	
1.28	Number of Gate Students (Source: SIS Gate Student Report)	136 students identified as GATE Districtwide (Year: 2022-2023)	144 students identified as GATE Districtwide (Year: 2023-2024)		150 students Districtwide	8 students more identified as GATE
1.29	Early Language and Literacy Development (Source: DRDP Data)	Fall 2022: 3% of students at Building Middle Spring 2023: 41% of students at Building Middle	Fall 2023: 3% of students at Building Middle Spring 2024: 33% of students at Building Middle		Between Fall and Spring assessments, 30% growth	30% growth between Fall and Spring Assessments
1.30						

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.

During the 2024-2025 school year, there were no substantive differences between the planned actions outlined in Goal 1 and their actual implementation. The district engaged in a structured communication and collaboration process to ensure progress and alignment with the

Local Control and Accountability Plan (LCAP). District Administration held consistent meetings, including weekly Cabinet sessions and bi-monthly meetings with Directors, Administrators, and Principals, to monitor and discuss implementation. In addition, the Assistant Superintendent and Director of Student Services conducted monthly meetings with Principals to review the status of LCAP-related actions, expenditures, and categorical program implementation.

All fifteen actions under Goal 1 were fully implemented, with schools reporting positive outcomes across various domains.

1.1-The District will provide additional staff to reinforce on-campus Positive Behavioral Interventions and Supports (PBIS): This action was fully implemented as the district provided additional staff to support Positive Behavioral Interventions and Supports (PBIS) at each site (Action 1.1), resulting in improved student behavior and a more positive campus climate. Teachers and site leaders reported that the additional support staff played a key role in reinforcing school-wide expectations and promoting student engagement.

1.2-The District will secure supplementary educational materials to guarantee the thorough execution of academic content and performance standards: This action was fully implemented through the procurement and distribution of supplementary instructional materials (Action 1.2), which supported the full implementation of academic content and performance standards. These materials enhanced classroom instruction and supported differentiated learning, particularly for English Learners, Students with Disabilities, and students needing academic intervention.

1.3-Provide early education support for children 0-5 years of age to enable them to enter school ready to learn, including English Learners: This action was fully implemented by offering early education supports for children ages 0–5, including English Learners (Action 1.3). These services emphasized school readiness, early language development, and family engagement, preparing children to enter kindergarten with foundational skills in place.

1.4-Provide interventions for students NOT YET AT STANDARDS, including interventions for Low Income, English Learner, Unduplicated students, Students with disabilities, and Foster Youth: This action was fully implemented by delivering targeted academic interventions for students not yet meeting grade-level standards (Action 1.4). These supports included small-group instruction, extended day learning opportunities, and progress monitoring for Unduplicated Pupils, English Learners, Students with Disabilities, and Foster Youth.

1.5-Provide access to library resources and promote reading: This action was fully implemented by ensuring student access to library resources and promoting reading across all schools (Action 1.5). Libraries were kept open, updated, and well-stocked, and various literacy initiatives were launched to foster a culture of reading.

1.6-Students, especially those from low-income, English Learner and Foster Youth, struggle to overcome barriers to college and career opportunities: This action was fully implemented through targeted efforts to reduce barriers to college and career opportunities for students from low-income backgrounds, English Learners, and Foster Youth (Action 1.6). The district provided mentoring, academic advising, and exposure to college and career pathways, helping these students navigate their postsecondary options.

1.7-Provide individualized support to at promise males and females to enable students to achieve standards to reduce dropout rates and improve suspension rates: This action was fully implemented by providing individualized support to at-promise males and females (Action

1.7). Through mentorship programs, counseling, and staff monitoring, students received guidance and support aimed at reducing dropout risk and improving academic and behavioral outcomes.

1.8-Provide intervention and acceleration services to students in K-2 that are reading below grade level: This action was fully implemented as K–2 students reading below grade level received intervention and acceleration services (Action 1.8). Early literacy support was provided through specialized programs and targeted instruction, which contributed to closing the achievement gap in foundational reading skills.

1.9- Support measures to maintain or improve daily pupil attendance and promote positive behavior on campus: This action was fully implemented with the promotion of attendance and positive behavior through campus-wide strategies (Action 1.9). Schools implemented incentives, outreach efforts, and wellness checks to improve student attendance and engagement, with several sites reporting growth in attendance rates.

1.10- Provide Psychologist and Counselors at every school site to implement multi-tiered levels of support and provide social-emotional development, mental health, and health support so students are able to focus on learning: This action was fully implemented through the assignment of psychologists and counselors to every school site (Action 1.10). These professionals led the implementation of Multi-Tiered Systems of Support (MTSS), delivered mental health services, and supported students' social-emotional development so they could remain focused on learning.

1.11- Provide a broad course of study that expands visual and performing arts access: This action was fully implemented by ensuring all students had access to a broad course of study that included visual and performing arts (Action 1.11). Students participated in music, theater, and art programs, which enriched their learning experience and supported creativity and self-expression.

1.12- Provide enrichment for students identified as Gifted and Talented (GATE): This action was fully implemented through the delivery of enrichment opportunities for students identified as Gifted and Talented (Action 1.12). These students engaged in advanced learning experiences, competitions, and projects that challenged their critical thinking and supported academic growth.

1.13- Provide opportunities for co-curricular and extracurricular programs to enhance health, fitness, and athletic/academic competitiveness: This action was fully implemented by offering co-curricular and extracurricular programs that promoted health, fitness, and academic or athletic competitiveness (Action 1.13). These programs fostered teamwork, leadership, and school connectedness.

1.14- Provide additional support to Family Education Center to ensure parents and students have the support needed to overcome obstacles to fully participate in school: This action was fully implemented through additional support to Family Education Center (Action 1.14). The district provided workshops, family outreach, and community resources to ensure that parents had the tools to support student success and overcome barriers to school participation.

1.15- Provide additional support staff, programs, and professional learning to enable English Learners and Long-Term English Learners to achieve English Proficiency (progress monitoring and reclassification): This action was fully implemented by enhancing programs and staffing to support English Learners and Long-Term English Learners (Action 1.15). Staff engaged in professional learning, monitored language development progress, and implemented strategies to increase English proficiency and reclassification rates.

No particular challenges with the implementation of this goal.

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

The following is a summary of the 2024-2025 estimated expenditures for Goal 1 Actions:
Goal 1, Action 1.1: Material differences were lower than budgeted due to not having to incur the initial start up cost for school and district safety measures.
Goal 1, Action 1.2: No material differences were observed for this action.
Goal 1, Action 1.3: No material differences were observed for this action.
Goal 1, Action 1.4: No material differences were observed for this action.
Goal 1, Action 1.5: No material differences were observed for this action.
Goal 1, Action 1.6: No material differences were observed for this action.
Goal 1, Action 1.7: Material difference due to restructuring of the Men's and Women's Alliance classes to ensure equity.
Goal 1, Action 1.8: No material differences were observed for this action.
Goal 1, Action 1.9: Material differences were lower than budgeted due to a teacher retiring at the end of the 1st semester.
Goal 1, Action 1.10: Material differences due to staff vacancies.
Goal 1, Action 1.11: Material differences due to increase cost and need for material and supplies to offer a broad course of study.
Goal 1, Action 1.12: Material differences due to increase cost and need for material and supplies.
Goal 1, Action 1.13: Material differences were lower than budgeted due to not having to incur the initial start up cost for co-curricular activities.
Goal 1, Action 1.14: No material differences were observed for this action.
Goal 1, Action 1.15: No material differences were observed for this action.

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

1.1-The District will provide additional staff to reinforce on-campus Positive Behavioral Interventions and Supports (PBIS)-The actions implemented to support attendance, reduce chronic absenteeism and dropout rates, increase graduation rates, and lower suspension and expulsion rates have proven largely effective based on the available data. Chronic absenteeism decreased significantly across nearly all student groups, with improvements among English Learners (-8.7%), Students with Disabilities (-8.2%), and Socioeconomically Disadvantaged students (-6.6%). High school dropout rates also had reductions, particularly for English Learners (-13.2%) and Students with Disabilities (-10%), while middle school dropout rates remained at 0%. Graduation rates increased overall by 1.7%, with the most substantial gains among Students with Disabilities (+7.8%) and Socioeconomically Disadvantaged students (+1.9%). Additionally, suspension rates declined for all major student groups except Foster Youth, and expulsion rates remained low with small decreases. These outcomes indicate that the strategies implemented are effectively supporting student engagement and success, particularly for historically underserved populations.

1.2-The District will secure supplementary educational materials to guarantee the thorough execution of academic content and performance standards-The actions implemented to improve academic achievement in English Language Arts (ELA), Mathematics, Science, and English Learner reclassification have demonstrated overall effectiveness, as reflected by multiple metrics showing positive growth. In ELA, the Distance from Standard (DFS) increased for all students by 4.2 points, with gains among Students with Disabilities (+8.4), Socioeconomically Disadvantaged students (+4.4), and Filipino students (+24). In Mathematics, DFS scores also improved, with a 3.6-point increase overall, and progress for Filipino students (+6.4) and Students with Disabilities (+3.9). The English Learner reclassification rate rose by 5%, showing progress in supporting language development. Additionally, the percentage of students meeting or exceeding standards in Science increased by 3.52% overall, with gains among Filipino (+16.66%) and Socioeconomically Disadvantaged students (+3.55%). These results suggest that the instructional strategies and targeted supports have been successful in improving academic outcomes for most student groups, especially those traditionally underserved. However, the significant declines for Foster Youth and Homeless students across subjects highlight a need for more focused interventions for these populations.

1.3-Provide early education support for children 0-5 years of age to enable them to enter school ready to learn, including English Learners-The action implemented to provide early education support has been effective. The 2023–2024 growth is slightly less than the previous year, but there is a growth target of 30% between fall and spring assessments. This consistent upward trend indicates that the current instructional strategies and early learning interventions are yielding positive outcomes, particularly in accelerating early literacy among preschool students. Continued focus on targeted support and early intervention appears effective in progressing students toward readiness benchmarks.

1.4-Provide interventions for students NOT YET AT STANDARDS, including interventions for Low Income, English Learner, Unduplicated students, Students with disabilities, and Foster Youth-The actions implemented to support academic achievement have been effective in improving student outcomes across English Language Arts, Mathematics, Science, and early literacy. In ELA, the Smarter Balanced Distance from Standard (DFS) increased by 4.2 points overall. In Mathematics, DFS scores improved by 3.6 points overall. Additionally, the percentage of 2nd graders reading at grade level increased by 3% overall and 6% for English Learners, highlighting the positive impact of early literacy interventions. In Science, the percentage of students meeting or exceeding standards increased by 3.52% overall. While these outcomes reflect clear progress toward the goal, there is still work needed to address the declines for Foster Youth (e.g., -24 DFS in ELA and -80 in Math) and Homeless students (e.g., -17.4 DFS in ELA and -28.2 in Math).

1.5-Provide access to library resources and promote reading-The actions of providing access to library resources, promoting reading, and offering individualized support to English Learners have been effective in improving academic achievement across multiple areas. In English Language Arts and Math, the Smarter Balanced Distance from Standard (DFS) increased. Early literacy efforts are also showing impact, with a *3% overall increase in the percentage of 2nd graders reading at grade level, and a 6% increase among English Learners.). Data shows academic declines for Foster Youth and Homeless students, highlighting the need to strengthen individualized academic and wraparound support for these populations. Overall, the implemented actions have contributed to meaningful academic gains for many student groups, particularly in building literacy and supporting English Learners in reaching academic standards.

1.6-Students, especially those from low-income, English Learner and Foster Youth, struggle to overcome barriers to college and career opportunities-The actions taken to support college and career readiness have shown partial effectiveness, with positive outcomes for some student groups but declines in some areas of the metrics. For example, A-G completion increased by 5.4% overall, with strong gains among Students with Disabilities (+8.8%) and Socioeconomically Disadvantaged students (+5.8%). AP exam pass rates and college credit

completion also improved slightly overall. However, English Learners and Homeless students experienced declines across a few metrics, including A-G completion, CTE pathway completion, and overall college and career preparedness. Additionally, the College and Career Indicator “Prepared” level decreased by 1.4% and the Seal of Biliteracy declined by 2.6%, reflecting a broader need to strengthen and tailor support for underperforming subgroups.

1.7-Provide individualized support to at promise males and females to enable students to achieve standards to reduce dropout rates and improve suspension rates-The actions aimed at improving student engagement and school climate are effective, as shown by the overall 1.36% decrease in high school dropout rates, with a decline in high school drop out rates among Students with Disabilities (-10%) and English Learners (-13.2%). Additionally, middle school dropout rates remained at 0%, reflecting continued success in keeping younger students enrolled. Suspension rates also declined across most student groups, including a 0.9% overall decrease, with improvements among SWD (-2.8%), EL (-1.9%), and Filipino students (-2.9%). These results suggest that the implemented strategies are positively impacting student retention and behavior, though minor increases for Foster Youth (+0.4%) in suspension rates indicate a need for more targeted interventions for this group.

1.8-Provide intervention and acceleration services to students in K-2 that are reading below grade level-The actions to improve early literacy have been effective, as evidenced by a 3% overall increase in the percentage of 2nd graders reading at grade level and a more substantial 6% increase among English Learners.

1.9- Support measures to maintain or improve daily pupil attendance and promote positive behavior on campus-The actions taken to improve student attendance and behavior have shown to be effective. Positive trends were observed in attendance at several elementary and middle schools, including Palm School (+1.58%), Cutler School (+1%), and Golden Valley (+0.76%). In terms of student behavior, the overall suspension rate decreased by 0.9%.

1.10- Provide Psychologist and Counselors at every school site to implement multi-tiered levels of support and provide social-emotional development, mental health, and health support so students are able to focus on learning-The action was effective in implementing foundational systems of support for student wellness and learning. While California Healthy Kids Survey results showed mixed trends in students’ reported sense of school connectedness—a 1% increase in 5th grade, a 3% decrease in 7th grade, a 2% decrease in 9th grade, and no change in 11th grade—the presence of school-based psychologists and counselors ensured that all students had access to mental health, social-emotional, and wellness services. These SEL team played a vital role in delivering multi-tiered systems of support (MTSS), addressing individual needs, and providing prevention, early intervention, and crisis response services. Their presence helped build trusting relationships with students, contributing to a safe and supportive school environment. Even if the impact is not immediately reflected in annual survey data, the continued implementation of this action remains critical to fostering school connectedness and supporting student achievement.

1.11- Provide a broad course of study that expands visual and performing arts access-All students maintained 100% access to a broad course of study across elementary, secondary, A-G, and English Learner programs, demonstrating the effectiveness of current actions in ensuring equitable educational opportunities.

1.12- Provide enrichment for students identified as Gifted and Talented (GATE)-The identification of 8 additional GATE students shows effectiveness of this action by improving identification processes for gifted learners, ensuring more students are recognized for their potential.

1.13- Provide opportunities for co-curricular and extracurricular programs to enhance health, fitness, and athletic/academic competitiveness-The data on student participation in extracurricular activities presents mixed results, indicating partial effectiveness of the actions taken to increase engagement. While Orosi High School saw a slight increase of 10 students participating in extracurricular activities, El Monte Middle School experienced a significant decrease of 114 students. While some progress has been made at the high school level, further support or revision of strategies are needed at the middle school level to ensure consistent student involvement across all sites as well as proper documentation of students involved in activities.

1.14- Provide additional support to Family Education Services to ensure parents and students have the support needed to overcome obstacles to fully participate in school-The actions taken to support parents and students are shown to be effective. The district had an increase in parent participation in events and training throughout all school sites.

1.15- Provide additional support staff, programs, and professional learning to enable English Learners and Long-Term English Learners to achieve English Proficiency (progress monitoring and reclassification)-The actions taken to support English Learners have shown to be effective. The district saw a 1.8% increase in the percentage of English Learners making progress toward English proficiency. There was also 5% increase in the reclassification rate.

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.

As a result of ongoing analysis of student outcomes, site-level data, and educational partner feedback, COJUSD is making a key adjustment to Goal 1 to further strengthen support for students' academic achievement, emotional well-being, and overall readiness for college and career. While Goal 1 actions have been effectively implemented—with improvements in English Language Arts, Math, and attendance—data from the California Healthy Kids Survey and school site input reveal that some students continue to face social-emotional challenges that impact their learning and engagement.

To address this, the district will add an additional counselor as part of (Action 1.10: Provide Wrap Around Services to Support Student Learning). This action is being added to reduce the student-to-counselor ratio, increase access to mental health and academic counseling, and support a more responsive intervention system.

Metric 1.8 has been revised to now read "Percentage of Students Meeting UC/CSU Requirements and Completing at Least One CTE Pathway " to accurately reflect what is being measured.

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	Safe and Supportive Environment (PBIS) to Engage Students	The District will provide additional staff to reinforce on-campus Positive Behavioral Interventions and Supports (PBIS). The primary focus is to ensure students engage in a safe learning environment. This objective contributes to the overall aim of promoting comprehensive student development and preparing them for college. Specifically to address the following Reds on the Suspension metric on the 2023 Dashboard: District-Foster Youth Orosi High- All students, English Learners. Hispanic Students, and Students with Disabilities Lovell High- English Learners This action will also address the following Reds on the ELA and Math Achievement metric on the 2023 Dashboard: District- Homeless Youth El Monte Middle- All Students, Socioeconomically Disadvantaged student, English Learners and Hispanic students (1101) Maintain 7 Campus Security positions, 2 School Resource Officers & ActVnet safety program (1102) Maintain a second Assistant Principal at El Monte Middle School (1104) Maintain school site safety measures (MINGA) (1105) PBIS/SEL Materials and Supplies and Incentives	$1,180,076.00	Yes
1.2	Supplemental Instructional Materials	The District will secure supplementary educational materials to guarantee the thorough execution of academic content and performance standards. This approach includes additional resources for English Learners and Long Term English Learners to improve both academic content understanding and English language proficiency. This action supports English Learners and Long Term English Learners at Cutler School, Golden Valley, El	$220,938.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Monte, Orosi High School, and throughout the District in achieving growth on ELPI levels. Specifically to address the following Reds on the ELPI metric on the 2023 Dashboard: District- English Learners Cutler Elementary- English Learners Golden Valley Elementary-English Learners El Monte Middle- English Learners Orosi High -English Learners (1201) Maintain site instructional budget allocations for materials & supplies (1202) Maintain additional funding for classroom library books to promote reading and literacy (1203) Professional Learning and supplemental materials		
1.3	Early Education Support for children 0-5 years of Age	Provide early education support for children 0-5 years of age to enable them to enter school ready to learn, including English Learners. (1204) Early Education Materials and Supplies	$5,000.00	Yes
1.4	Intervention for Students NOT YET AT STANDARD	Provide interventions for students NOT YET AT STANDARDS, including interventions for Low Income, English Learner, Unduplicated students, Students with disabilities, and Foster Youth.	$1,984,617.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Specifically to address the following Reds on the ELPI metric on the 2023 Dashboard: District- English Learners Cutler Elementary- English Learners Golden Valley Elementary-English Learners El Monte Middle- English Learners Orosi High -English Learners This action will also address the following Reds on the ELA and Math Achievement metric on the 2023 Dashboard: District- Homeless Youth El Monte Middle- All Students, Socioeconomically Disadvantaged student, English Learners and Hispanic students (1401) Maintain 3 Learning Directors to identify, coordinate, and provide service (1402) Intervention services (during and after school) (1403) Intervention services (summer school) (1404) Materials for interventions summer school (1405) Maintain two additional teachers at El Monte to increase instructional minutes and provide English Learners with embedded interventions to increase achievement on ELA CAASPP assessments. (1406) 1 teacher (Physical Education) at middle school to increase instructional day for interventions and enrichment in 6th grade (1407) Transportation for students attending interventions (1103) Maintain 1 additional custodian/bus driver (1408) Maintain 1 Resource Specialist Teacher at OHS to help increase achievement with curriculum offering specific to broad course of study for SWD		

Action #	Title	Description	Total Funds	Contributing
		(1419) Elementary Field Trips to enhance and support content standards		
1.5	Provide Literacy and Individualized Support	Provide access to library resources and promote reading. This action will provide individualized support to English Learners to enable students to achieve standards. Specifically to address the following Reds on the ELPI metric on the 2023 Dashboard: District- English Learners Cutler Elementary- English Learners Golden Valley Elementary-English Learners El Monte Middle- English Learners Orosi High -English Learners (1409) Maintain elementary school Library Aides (1411) Maintain Bilingual Instructional aides for ELs	$429,230.00	Yes
1.6	College and Career Provide college and career experiences for students to prepare them for a variety of post-secondary options.	Students, especially those from low-income, English Learner and Foster Youth, struggle to overcome barriers to college and career opportunities. Many of these students are first generation college students who may lack home resources to help them access college. Provide college and career experiences for students to prepare them for a variety of post secondary options. Specifically to address the following Very Low Indicator on the CCI metric on the 2023 Dashboard: Lovell High- All students, Hispanic students, SED, and English Learner Students	$1,057,906.00	Yes

Action #	Title	Description	Total Funds	Contributing
		(1412) Maintain Director of College and Career Readiness, Work-based Learning Facilitator and College/Career Readiness Technician and Secretary and maintain 7 sections of CTE courses and Academic Incentives (1413) Instructional Materials for CTE and College and Career activities (1414) Transportation costs including 2 drivers for CTE		
1.7	Individualized Support for At Promise Males and Females	Provide individualized support to at promise males and females to enable students to achieve standards to reduce dropout rates and improve suspension rates. Specifically to address the following Reds on the Suspension metric on the 2023 Dashboard: District-Foster Youth Orosi High- All students, English Learners. Hispanic Students, and Students with Disabilities Lovell High- English Learners (1416) Instructional Materials and Services for At-Promise Students	$500.00	Yes
1.8	Reading Intervention and Acceleration Services	In order to deliver increased individualized support for our low-income students, students in foster care, and English Learners, the District provides additional site-level staff dedicated to support student instruction. Through this additional staffing, teachers will focus their implementation of Tier 2 and 3 instructional supports within the multi-tiered system. This action will provide intervention and acceleration services to students in K-2 that are reading below grade level.	$472,488.00	Yes

Action #	Title	Description	Total Funds	Contributing
		(1418) Maintain 3 Reading Specialists and extend work day and calendar days		
1.9	Support to Improve Pupil Attendance and Positive Behavior	Support measures to maintain or improve daily pupil attendance and promote positive behavior on campus. Low-income students, English Learners, and students in foster care are more likely to experience barriers to attendance at school such as housing instability, mental health issues, and illness. Students in foster care, low-income students, and English Learners are at risk for experiencing trauma and need additional support through building community and relationships at school. Specifically to address the following Reds on the Suspension metric on the 2023 Dashboard: District-Foster Youth Orosi High- All students, English Learners. Hispanic Students, and Students with Disabilities Lovell High- English Learners (1501) Maintain 2 Responsibility Center Teachers	$213,770.00	Yes
1.10	Provide Wrap Around Services to Support Student Learning	Students in foster care, low-income students, and English Learners are are more at risk for having experienced trauma and the need to feel connected to school. This action will provide Psychologist and Counselors at every school site to implement multi-tiered levels of support and provide social-emotional development, mental health, and health support so students are able to focus on learning. Specifically to address the following Reds on the Suspension metric on the 2023 Dashboard: District-Foster Youth	$1,867,537.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Orosi High- All students, English Learners. Hispanic Students, and Students with Disabilities Lovell High- English Learners (1601) Maintain 4 Psychologists & 2 Intern Stipends (1602) Maintain 5 LVNs (1603) Maintain 2 Speech Therapists (1604) Maintain 2 Counselors (1605) Maintain 3 elementary school Counselors		
1.11	Provide Broad Course of Study	Students in foster care, low-income students, and English Learners have less access to music programs that are not funded by the district. This action will provide a broad course of study that expands visual and performing arts access. The District recognizes the the impact music and choir plays on student's development therefore providing this action for all students. (1701) Maintain 1 Choir Teacher and 1 Band Teacher (1702) Choir, materials and supplies (1703) Music equipment, materials and supplies (1704) Maintain hours for current accompanist at 5.5 and 3 percussion technician stipends for band	$204,847.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.12	Provide Enrichment Services for students identified as Gifted and Talented (GATE)	Many Low-income students do not have access to specialized instructional services outside the school. This action will provide enrichment for students identified as Gifted and Talented (GATE). (1705) Auxiliary hours for GATE program (1706) Materials and supplies	$1,665.00	Yes
1.13	Provide Opportunities for Co-Curricular Programs	Many Low-income students do not have access to enrichment activities. This action will provide opportunities for co-curricular and extracurricular programs to enhance health, fitness, and athletic/academic competitiveness. The District recognizes the the impact health plays on student's development therefore providing this action for all students. (1801) Maintain 1 Elementary PE Teacher and 3 P.E. Technicians to expand elementary school day (1802) Maintain athletic program support to build quality (1803) Maintain elementary intramural sports program (1804) Academic competitions and registrations (1805) Student insurance	$705,289.00	Yes
1.14	Provide Support to Family Education Services	Low-income students, Foster Youth, and homeless students, who have the highest level of need, will benefit most from the mental health supports provided by the Family Education Center helping them and their families cope with trauma and develop the coping skills necessary for learning. This action will provide additional support to Family Education Services to	$122,072.00	Yes

Action #	Title	Description	Total Funds	Contributing
		ensure parents and students have the support needed to overcome obstacles to fully participate in school. (1806) Provide bilingual clerk and Outreach Aide at Family Education Center and maintain babysitters and Digital Literacy class		
1.15	English Learner Support for English Proficiency	English Learners can experience barriers to academic achievement from learning English as a second language. This action will provide additional support staff, programs, and professional learning to enable English Learners and Long-Term English Learners to achieve English Proficiency (progress monitoring and reclassification). (3402) Maintain English Learner clerk and Administrator of English Learners	$169,598.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Build human capacity by investing in training, coaching, and setting expectations for students, parents, staff and the Board to support student achievement.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)

An explanation of why the LEA has developed this goal.

The District is primarily focused on nurturing dedicated, collaborative, and consistently improving educators. Cutler-Orosi JUSD is a rural district and face challenges such as limited access to resources, fewer professional development opportunities, and difficulties in recruiting and retaining qualified staff. By investing in training and coaching, the district can ensure that its personnel, despite the commute, are well-equipped to meet the unique needs of students.

The development of this goal was guided by extensive input from educational partners who emphasized the importance of robust support systems for educators. Teachers highlighted the need for ongoing professional development that is responsive to the evolving demands of the classroom and aligned with state standards. Instructional coaches also play a crucial role in providing teachers with the tools, strategies, and support they need to deliver effective instruction. This consistency across classrooms helps to ensure that all students, regardless of which teacher they have, receive a high-quality education.

Site and District administrators also receive training along staff to provide feedback so that staff can refine their skills and instructional practices. This focus on professional growth directly impacts the quality of teaching, leading to improved student outcomes.

The School board also receives training and coaching, ensuring that they can make informed decisions that align with the district's goals. A well-trained and knowledgeable board is essential for setting policies that support student achievement and for holding the district accountable for results.

Parents and community members stressed the significance of a collaborative educational environment where teachers are well-equipped to meet the diverse needs of students. By setting expectations for parents and involving them in the educational process, the district can leverage this community strength to support student learning and achievement.

This feedback has shaped a strategy that prioritizes professional learning while fostering an environment of continuous improvement and collaboration.

The District incorporated this through a centralized focus on professional learning and strategic use of resources. This is done by creating an encouraging environment with comprehensive professional development opportunities. The pivotal role of educators in student learning outcomes is recognized and has been earmarked for enhancement.

In alignment with Priority 3, which places an emphasis on parental involvement, the District has cultivated a strategy that underlines the value of engaging families in the decision-making process. This strategy encourages active participation in their child's education and fosters a culture of collaboration and communal responsibility. All of these measures have been specifically designed to address the distinct aspects of the State Priorities and the collective desire to enrich both the teaching environment and familial partnerships. This goal is a testament to the District's dedication to proactively adapting and uplifting the educational experience for every student.

The following data supports the continued need for this goal:
Cutler Elementary: 4,288 Parents attended parent events or trainings in 2024-2025

Golden Valley: 3,434 Parents attended parent events or trainings 2024-2025

Palm: 2,398 Parents attended parent events or trainings 2024-2025

El Monte: 2,583 Parents attended parent events or trainings 2024-2025

Orosi High School: 5,987 Parents attended parent events or trainings 2024-2025

Alt Ed: 76 Parents attended parent events or trainings 2024-2025

Percentage of staff receiving two extended Professional learning days
Certificated: 100%

Classified: 100%

Management: 100%

(2023-2024)

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Percent of Fully Credentialed Teachers (Source: Personnel Report)	85% of teachers fully credentialed (2022-2023)	85% of teachers fully credentialed (2023-2024)		95% of teachers fully credentialed	No difference in data
2.2	Parental participation in programs for unduplicated pupils (UDPs) and individuals with exceptional needs (Source: Targeted Review Data & District Monthly Parent Engagement Sign in Sheet)	100% of parental participation for 2022-2023 school year	100% of parental participation for 2023-2024 school year		100% of parental participation	No difference in data
2.3	Parent Engagement Report (Source: Monthly Site Parent Involvement Report)	Cutler Elementary: 3206 Parents participated in trainings or events in 2023-2024 Golden Valley: 846 Parents participated in trainings or events in 2023-2024 Palm: 1505 Parents participated in trainings or events in 2023-2024 El Monte: 2404 Parents participated in trainings or events in 2023-2024 Orosi High School: 2037 Parents	Cutler Elementary: 4,288 Parents attended parent events or trainings in 2024-2025 Golden Valley: 3,434 Parents attended parent events or trainings 2024-2025 Palm: 2,398 Parents attended parent events or trainings 2024-2025 El Monte: 2,583 Parents attended		Cutler Elementary: 3500 Parents participated in trainings or events Golden Valley: 100 Parents participated in trainings or events Palm: 2000 Parents participated in trainings or events El Monte: 2700 Parents participated in trainings or events	Cutler Elementary: 1,082 Parent increase Golden Valley: 2,588 Parent increase Palm: 893 Parent increase El Monte: 134 Parent increase Orosi High School: 3,950 Parent increase Alt Ed: 23 Parent increase

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		participated in trainings or events in 2023-2024 Alt Ed: 53 Parents participated in trainings or events in 2023-2024	parent events or trainings 2024-2025 Orosi High School: 5,987 Parents attended parent events or trainings 2024-2025 Alt Ed: 76 Parents attended parent events or trainings 2024-2025		Orosi High School: 2400 Parents participated in trainings or events Alt Ed: 100 Parents participated in trainings or events	
2.4	Percentage of staff receiving extended Professional learning time	Certificated: 100% Classified: 100% Management: 100% (2023-2024)	Certificated: 100% Classified: 100% Management: 100% (2024-2025)		Certificated: 100% Classified: 100% Management: 100%	No difference in data
2.5	Access to standards-aligned materials (Source: Textbook Sufficiency Resolution)	100% of students have access to standards-aligned materials (Year 2023-2024)	100% of students have access to standards-aligned materials (Year 2024-2025)		100% of students have access to standards-aligned materials	No difference in data
2.6	Implementation of academic content and performance standards for all students, including how English Learners	English Language Arts: Full Implementation Math: Full Implementation	English Language Arts: Full Implementation Math: Full Implementation		English Language Arts: Full Implementation Math: Full Implementation	No difference in data

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	will access CCSS and ELD Standards (Source: LCFF Priority 2 Self Reflection Tool)	History/Social Science: Full Implementation Science: Full Implementation Career Technical Education: Full Implementation Health Education: Initial Implementation Physical Education: Full Implementation Visual and Performing Arts: Full Implementation World Language Standards: Full Implementation	History/Social Science: Full Implementation Science: Full Implementation Career Technical Education: Full Implementation Health Education: Initial Implementation Physical Education: Full Implementation Visual and Performing Arts: Full Implementation World Language Standards: Full Implementation		History/Social Science: Full Implementation Science: Full Implementation Career Technical Education: Full Implementation Health Education: Full Implementation Physical Education: Full Implementation Visual and Performing Arts: Full Implementation World Language Standards: Full Implementation	
2.7	100% of parents received district mailings	100% Accuracy	100% Accuracy		100% Accuracy	No difference in data
2.8	Quarterly Districts Newsletter	100% of parents received district mailings	100% of parents received district mailings		100% of parents received district mailings	No difference in data
2.9	Percentage of Teachers Appropriately Assigned	There was 0 Teacher misassignments.	There will be 0 teacher misassignments.		There will be 0 teacher misassignments.	No difference in data

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		(2022-2023)				

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.

During the 2024-2025 school year, Cutler-Orosi Joint Unified School District (COJUSD) fully implemented all planned actions related to Goal 2, which focuses on ensuring high-quality instruction through appropriately assigned and credentialed teachers, access to aligned instructional materials, effective professional development, and strong family and community engagement. The available data confirm that the district has consistently executed these actions across all school sites, leading to successful outcomes in both instructional quality and educational partner participation.

No particular challenges with the implementation of this goal.

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

The following is a summary of the 2024-2025 estimated expenditures for Goal 2 Actions:
Goal 2, Action 2.1: Based on internal projections, the mentoring support for teachers budget will be spent by June.
Goal 2, Action 2.2: No material differences were observed for this action.
Goal 2, Action 2.3: No material differences were observed for this action.
Goal 2, Action 2.4: No material differences were observed for this action.
Goal 2, Action 2.5: Actual expenditures were lower than budgeted due to sites not purchasing as much materials.
Goal 2, Action 2.6: Actual expenditures were lower than budgeted due to sites also using digital resources for parents.

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

An analysis of the provided metrics indicates that most actions associated with this goal have been effective in supporting progress, as evidenced by consistent implementation and maintained high levels of performance across key indicators.

Action 2.1, which focuses on mentoring support for teachers, has played a significant role in maintaining a strong pipeline of credentialed educators. With 85% of teachers currently fully credentialed and zero teacher misassignments reported, the mentoring program is demonstrating a positive impact on teacher retention and readiness, even as the district works toward its 95% credentialed teacher goal.

Action 2.2, which provides extended professional learning time, has been implemented with fidelity. All certificated, classified, and management staff received professional learning time, with content that focused on instructional effectiveness, equity for English Learners and Unduplicated Students, and support for Social-Emotional Learning. This action directly supports improved instructional capacity and district-wide alignment to student needs.

Action 2.3, which provides instructional coaching and professional learning, is among the most impactful efforts. The investment in 6.0 FTE instructional coaches and STEM support staff has ensured that all students have access to rigorous, standards-aligned instruction. The district has reached full implementation across all academic content areas, including Health Education, which was previously only partially implemented. This confirms the effectiveness of the coaching model in supporting instructional consistency.

Action 2.4,which funds support staff to coordinate supplemental programs, has also been effective. These staff members have ensured that services for English Learners, Unduplicated Students, and parents are aligned with program goals and implemented consistently. Their efforts have enhanced the delivery of academic and engagement supports across school sites.

Action 2.5 and Action 2.6, focused on strengthening parent education and communication. Parent mailings reached 100%, and events were well-attended across all sites. Cutler Elementary reported an increase with parent interactions. Regular newsletters and mailings helped maintain strong communication, and programs such as Parent Navigation and Literacy is King have supported families in engaging more deeply with student learning. These results show that the district's commitment to family involvement is producing meaningful and measurable outcomes.

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.

As a result of reflections on prior implementation and recent negotiations with bargaining units, changes have been made to Metric 2.4 and Action 2.2 to better reflect the agreed-upon structure for professional learning time.

Metric 2.4 has been revised to read: "Percentage of staff receiving extended professional learning time" to align with the updated agreement, which replaces the original two full days of professional learning.
Action 2.2 has been updated to state: "Provide ongoing training and professional learning time" instead of specifying two days. This change ensures the action is consistent with the negotiated agreement and allows for flexibility in how professional development is delivered throughout the year. With the change in professional learning time, the amount budgeted is significantly lower than in prior years.

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 Mentoring Support to Teachers	The District commits to providing support for teachers through a powerful mentoring program. The goal of this program is to maintain a large pool of highly qualified teaching staff to further build human capacity. This commitment underscores the potential for improved student achievement throughout the District. (2101) Teacher induction TIPS (2102) Teacher Induction Mentors	$118,365.00	Yes
2.2	Provide Ongoing Training and Professional Learning time	Ongoing training and a biannual two-day professional learning event will be provided to all staff, including the certified, classified, and management personnel within the District. This actions aims to bolster efficiency in addressing student needs and preserving the exemplary status of our schools and programs. Teachers are required to submit a tutorial log at the end of every month. Professional learning sessions strategically address the needs of significant student groups, especially Unduplicated students and those with disabilities. Professional learning will also be provided to staff to reduce the achievement gap of English Learners and Long-Term English Learners. EL Rise, English Language Development, and the EL Toolkit-Effective Strategies professional learning emphasizes effective approaches and strategies to be used for all English Learners, including Long-Term English Learners. Professional learning will also be provided for Dual Immersion and English Language Development within the monolingual classroom. Our objective is to work towards minimizing the prevalent achievement gaps. Also, we conduct tailored training in Social-Emotional Learning and Crisis Prevention to specifically mitigate the challenges faced by students, ultimately elevating their success rates. Spending Items:	$444,412.00	Yes

Action #	Title	Description	Total Funds	Contributing
		(2103) Training and Professional Learning (2104) Supplies and Services (2105) Dual Immersion Stipends		
2.3	Provide Professional Learning and Instructional Coaching Support	Support for professional learning and instructional coaching will be offered with the aim of augmenting teacher proficiency for instruction in accordance with State Standards. This support also aims to enhance the learning outcomes of all students district-wide and cater to the specific needs of Unduplicated Students, especially English Learners. (2201) Maintain 6.0 FTE of Instructional Coach (2202) Maintain 3 STEM Teachers to extend elementary school day (2204) Maintain Curriculum Program staff	$1,340,436.00	Yes
2.4	Provide Categorical Program Staff to Coordinate Supplemental Services	Provide categorical programs department staff to coordinate supplemental services, English Learner, and parent education programs to improve student learning. (2203) Maintain Support Staff salaries	$241,423.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.5	Provide Parent Education Opportunities	Provide opportunities for meaningful parent education and training. Parent educational and training includes digital citizenship, Literacy is King workshop, and Parent Portal navigation. (2301) Maintain Parent Education program staff and Parent Student Advocate (2302) Maintain Parent Education materials	$28,497.00	Yes
2.6	Provide Parent Communication	Provide additional funding to enhance district/parent communication and engage parents in decision making, including parents of unduplicated count students. (3301) Printing and mailing	$30,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Create efficient and effective systems that are innovative, accountable and proactive to support 21st century learning.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)

An explanation of why the LEA has developed this goal.

Goal 3 was established to continue building efficient and effective systems that are innovative to better serve students. The development of Goal 3 was heavily influenced by input from a diverse range of educational partners, including teachers, students, parents, administrators, and community members.

In the rural district of Cutler-Orosi, the district serves as central hubs for the community. By creating systems that are efficient, accountable, and innovative, the district can strengthen its relationship with the community, involving parents and other educational partners more effectively in supporting student achievement.

Teachers and administrators emphasized the critical need for reliable technology that supports innovative teaching practices and enhances student engagement.

Students expressed their desire for modern tools and resources that prepare them for the challenges of higher education and the workforce.

Parents and community members advocated for equitable access to technology, ensuring that all students, regardless of background, have the same opportunities to thrive in a digital age.

This collective input has been instrumental in shaping a goal that not only meets current needs but also anticipates future demands. To create opportunities for our students to become College and Career Ready and compete in a global economy, the district must lead by example with innovative approaches to managing our organization. This includes improving and maintaining state-of-the-art facilities, providing access to modern technology, and developing powerful new ways to analyze data and District budgets to make the best decisions for our students.

COJUSD has maintained goal 3 to ensure systems are developed to ensure efficient and effective technological infrastructure and devices providing a 21st century learning environment for all students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	District infrastructure (Source: IT Report)	Implementation of upgrade Firewall system: Partial Implementation Wi-Fi 6 AX wireless Networks: Partial Sustain access points	Implementation of upgrade Firewall system: Full Implementation Wi-Fi 6 AX wireless Networks: Full Sustain access points		Implementation of upgrade Firewall system: Full Implementation Wi-Fi 6 AX wireless Networks: Full Sustain access points	No difference in data
3.2	Upgraded services, new devices and or new software (Source: IT Report)	Student replacement devices: Sustain Implementation Implementation of student charging carts: Full Implementation Implemented management license for student devices: Full Implementation	Student replacement devices: Sustain Implementation Implementation of student charging carts: Full Implementation Implemented management license for student devices: Full Implementation Full Implementation		Student replacement devices: Sustain Implementation Implementation of student charging carts: Full Implementation Implemented management license for student devices: Full Implementation	No difference in data

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.3	School & District facilities are maintained in good repair. (Source: School Accountability Report Cards)	100% of district schools and facilitates meet the "Good" repair standard	100% of district schools and facilitates meet the "Good" repair standard		100% of district schools and facilitates meet the "Good" repair standard	No difference in data
3.4	Data systems to maintain accurate data reporting (District Annual Evaluation and LCAP Report)	Students Information system reflects 100% accuracy data for all student groups. 100% of al required CALPADS data certifications are completed within the submission windows. (Year 2023-2024)	Students Information system reflects 100% accuracy data for all student groups. 100% of all current required CALPADS data certifications are completed within the submission windows. time. (Year 2024-2025)		Students Information system reflects 100% accuracy data for all student groups. 100% of al required CALPADS data certifications are completed within the submission windows. time.	No difference in data

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.

COJUSD fully implemented all planned actions related to Goal 3, which focuses on ensuring safe, secure, and technologically up-to-date learning environments through upgraded infrastructure, reliable technology access, well-maintained facilities, and accurate data reporting systems. The district experienced strong success across all target areas and met or exceeded baseline expectations in every metric.

A major success was the full implementation of key infrastructure upgrades. At the beginning of the LCAP cycle, the firewall system and Wi-Fi 6 AX wireless networks were only partially implemented (Metric 3.1). By Year 1, both components were fully operational across the district.

This enhanced network security and connectivity, ensuring safer and more efficient access to digital tools and resources for students and staff. The district also successfully sustained all access points, indicating an ongoing commitment to maintaining a robust infrastructure.

The district also continued to provide reliable access to devices and digital tools for all students (Metric 3.2). This included sustaining the implementation of student replacement devices and ensuring all student charging carts and device management licenses were maintained at full implementation status. These efforts helped eliminate access gaps and ensured digital readiness, especially important for instruction, assessments, and independent learning.

In terms of facilities, 100% of district schools and facilities met the “Good” repair standard as reported in the School Accountability Report Cards (Metric 3.3). This demonstrates effective maintenance practices and the prioritization of student health and safety. Maintaining facility quality is critical for student engagement and learning, and the district’s ability to meet this standard year after year reflects strong operational systems.

Another area of consistent success was data management and reporting (Metric 3.4). The Student Information System reflected 100% accuracy across all student groups, and all required CALPADS data certifications were completed within state-mandated submission windows. This ensures compliance with state accountability systems and supports effective planning, funding, and program evaluation.

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

The following is a summary of the 2024-2025 estimated expenditures for Goal 3 Actions:
Goal 3, Action 3.1: No material differences were observed for this action.
Goal 3, Action 3.2: Material differences due to increase cost of material and supplies.
Goal 3, Action 3.3: No material differences were observed for this action.

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

An analysis of the data related to Goal 3 demonstrates that the actions implemented by Cutler-Orosi Joint Unified School District (COJUSD) have been effective in maintaining and upgrading critical infrastructure, ensuring facilities remain in good repair, and accurately managing student data systems. The metrics show that the district has met all Year 1 targets and sustained implementation of previously completed improvements, indicating consistency, reliability, and alignment with intended outcomes.

District Infrastructure and Technology (Metrics 3.1 & 3.2):
Action 3.1, Provide Instructional and Operational Technology, supported the upgrade of infrastructure, the maintenance of three full-time tech support staff, and the distribution of teacher laptops and site-based allocations. These efforts enabled the successful implementation of upgrades such as Wi-Fi 6 AX wireless networks and a districtwide firewall system—both of which achieved full implementation this year after being partially implemented at baseline. These improvements ensure faster, safer, and more reliable digital access for both students and staff.

Action 3.2, Provide and Enhance Adequate Facilities and Enrichment Activities, addressed critical facility needs by maintaining five additional custodians, supporting Williams Settlement repairs, and supplying upgrades to fields and learning environments. As a result, student technology upgrades—including student device replacements, charging carts, and access to digital curriculum tools—were fully supported. These actions ensure that 100% of students have ongoing access to high-quality facilities and instructional technology, supporting equity and digital readiness across campuses.

Facilities Maintenance (Metric 3.3):
All school and district facilities met the "Good" repair standard, as verified through School Accountability Report Cards. This ongoing result highlights the effectiveness of continued investment in custodial staffing, site supplies, and infrastructure repairs. There has been no decline from the baseline year, demonstrating consistency and accountability in maintaining safe, clean, and functional learning spaces.

Data Accuracy and Reporting Systems (Metric 3.4):
Action 3.3, Support the Collection and Analysis of Student Achievement Data, funded Data Specialists to support the integrity of student data across platforms. As a result, the district achieved 100% accuracy in student information system reporting, and all CALPADS submissions were certified on time. This level of performance indicates a strong internal infrastructure for data governance, which supports funding eligibility, compliance monitoring, and data-informed decision-making.

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.

Since the current goal, outcomes, metrics, and associated actions have demonstrated effectiveness over the past three years, no adjustments are required at this time. The district will continue to monitor performance and maintain implementation fidelity to ensure continued success for all students, particularly Unduplicated Pupils and those with additional needs.

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	Provide Instructional and Operational Technology	Provide instructional and operational technology for all students.Maintain and support technology systems to ensure students and employees access to effective technology to support the District's goals. (3101) Maintain 3 Tech Support (3102) Enhance and/upgrade infrastructure	$999,118.00	Yes

Action #	Title	Description	Total Funds	Contributing
		(3103) Technology Site Allocations and Teacher Laptop Upgrades (3110) Student Technology Upgrades		
3.2	Provide and Enhance Adequate Facilities and Enrichment Activities	Continue to provide adequate facilities to promote positive school culture and pride. Additional intervention and enrichment activities require more drivers and attention to facilities. The additional custodians provide transportation and attention to facilities. Continue enhancing facilities to support 21st century learning for approximately 95% of students that are unduplicated. (3104) Maintain 5 additional custodians to maintain, clean and sanitize learning facilities (3105) Provide facility repairs per Williams Settlement (3106) Maintain Site Supplies for improvements (3107) Equipment to maintain fields & facilities (3109) Upgrade and maintain facilities	$4,191,519.00	Yes
3.3	Support the Collection and Analysis of Student Achievement Data	Support the implementation of technology for learning and the collection and analysis of student achievement data (3401) Maintain Data Specialists	$148,470.00	Yes

Action #	Title	Description	Total Funds	Contributing

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Utilizing Concentration funds to increase staff and provide direct services to Foster Youth, English Learners and Low Income students.	Broad Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Additional personnel is needed to better provide for the needs of Unduplicated Pupils. The increased staff provides for an increased staff to student ratio thus, enabling the district personnel to deliver direct services to more students.

The need for additional personnel was strongly supported by feedback from various educational partners, including teachers, administrators, parents, and community members.

Teachers and school staff emphasized the challenges of addressing the individual needs of Unduplicated Pupils within the constraints of existing staff levels. They highlighted how increasing personnel would enable more focused attention on each student, particularly those who require additional academic and emotional support.

Parents and community members echoed these concerns, advocating for more resources to ensure that every student, especially those at a disadvantage, receives the personalized attention necessary for success.

By increasing the number of personnel, COJUSD aims to create a more supportive and responsive educational environment. A lower staff-to-student ratio allows for more direct interaction between students and educators, counselors, and support staff, leading to better identification of student needs and more timely interventions. This is particularly crucial for Unduplicated Pupils, who often face additional barriers to academic success.

With more staff on hand, the District can offer tailored academic support, social-emotional counseling, and other critical services that address the specific challenges these students face.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	100% of all positions funded with Concentration Add-On funds will be filled.	100%	100%		100%	No difference in data

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.

COJUSD fully implemented the planned action to fill all positions funded by Concentration Add-On funds, which were specifically intended to support the needs of Unduplicated Pupils, including English Learners, Low-Income students, and Foster Youth. The district maintained a 100% fill rate for these positions, meeting the baseline, Year 1 outcome, and target outcome for Year 3 as outlined in Metric 4.1.

While staffing targets were met, the ongoing challenge is ensuring the retention and training of these employees to maintain consistency and quality of services. The district is addressing this by investing in professional development, mentoring new hires, and building systems to sustain staffing levels in future years.

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

The following is a summary of the 2024-2025 estimated expenditures for Goal 4 Action:
Goal 4, Action 4.1: No material differences were observed for this action.

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

The effectiveness of this action is supported by its alignment with the intended goal: to improve staff-to-student ratios, enabling more timely and individualized academic, behavioral, and emotional support. By maintaining 100% staffing in these critical support roles, the district has been able to deliver more focused services and increase responsiveness to students who often face systemic barriers to academic success.

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.

Since the current goal, outcomes, metrics, and actions have demonstrated effectiveness currently for year 1, no adjustments are required at this time. The district will continue to monitor performance and maintain implementation fidelity to ensure continued success for all students, particularly Unduplicated Pupils and those with additional needs.

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 FTE to improve services to Foster Youth, English Learners, and Low Income students.	This action aims to deliver direct services to Unduplicated students through the enhancement of full-time equivalent (FTE) personnel including: teachers, physical education instructors, music educators, instructional aides, behavior intervention technicians, a Lovell librarian, campus security personnel, a campus security/CTE driver, a Family Education Center outreach aide, workforce development specialists, board-certified behavior analysts, and custodians.	$2,939,022.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	Within three years, All English Learners, Hispanic, and Socio-Economically Disadvantaged Students at Lovell High School will show growth on the College and Career Indicators and will decrease suspension for English Learners.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

English Learners (EL), Hispanic, and Socio-Economically Disadvantaged (SED) students often face significant barriers to academic success. By specifically targeting these groups, the LEA aims to address and close achievement gaps, ensuring equitable access to education and opportunities for all students.

The California Dashboard data shows that at Lovell High School, all students, including specific subgroups (English Learners, Socioeconomically Disadvantaged, and Hispanic students), are performing in the RED category for College and Career Indicators. Additionally, English Learners are in the RED category for Suspension rates. The RED category indicates the lowest performance level, signaling an urgent need for improvement. The focus on growth in College and Career Indicators suggests an emphasis on preparing students for success after high school.

This goal aligns with broader educational goals of ensuring students are ready for higher education or the workforce.

The goal reflects input from the community, parents, educators, and other educational partners who are invested in the achievement of all students. Parents and Community Members expressed concern about the lack of college and career readiness among these student groups. Teachers also provided insight into the challenges these students face in the classroom and potential strategies for improvement. Students shared their experiences and barriers to accessing college and career opportunities.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	Lovell High School College and Career Indicator Source: CA Dashboard	Dashboard Status Results for All Students group- Very Low Percentage of graduates at the "Prepared" level on the College/Career Indicator All Student-0% Prepared Hispanic-0% Prepared Socioeconomically Disadvantaged-0% Prepared English Learners-0% Prepared (2023 Dashboard)	Dashboard Status Results for All Students group-Orange Percentage of graduates at the "Prepared" level on the College/Career Indicator All Student-7% Prepared Hispanic-7.1% Prepared Socioeconomically Disadvantaged-7% Prepared English Learners-3.6% Prepared		Dashboard Status Results for All Students group-Yellow Percentage of graduates at the "Prepared" level on the College/Career Indicator All Student-30% Prepared Hispanic-30% Prepared Socioeconomically Disadvantaged-30% Prepared English Learners-20% Prepared	Dashboard Status Results for All Students group-Color provided for year 1-Orange Percentage of graduates at the "Prepared" level on the College/Career Indicator All Student: 7% increase Hispanic: 7.1% Prepared Socioeconomically Disadvantaged: 7% Prepared English Learners: 3.6% Prepared
5.2	Suspension Rate Source: CA Dashboard	Dashboard Performance Results for All Students group-Orange Percentage of students with at least one suspension during the school year All Students-12.1%	Dashboard Performance Results for All Students group-Red Percentage of students with at least one suspension during the school year		Dashboard Performance Results for All Students group-Green Percentage of students with at least one suspension during the school year	Dashboard Performance Results for All Students group-decreased Percentage of students with at least one suspension during the school year

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Hispanic-12.4% Socioeconomically Disadvantaged-11.8% English Learners-14.3%	All Students-12.1% Hispanic-11.5% Socioeconomically Disadvantaged-13.1% English Learners-11.8% Long-Term English Learners:12.5% (2024 Dashboard)		All Students-6.1% Hispanic-6.4% Socioeconomically Disadvantaged-5.8% English Learners-7.3%	All Students: No change Hispanic: .9% decrease in suspensions Socioeconomically Disadvantaged: 1.3% decrease in suspensions English Learners-2.5% decrease in suspensions

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.

During the 2024–2025 school year, the implementation of Actions 5.1, 5.2, 5.3 was successful. The district successfully launched and sustained initiatives focused on student learning, staff development, and family engagement, with no major deviations from the planned actions.

Action 5.1
One challenge was a temporary vacancy in a key support role, which was addressed by assigning a qualified substitute to maintain continuity of services. Despite this, the district experienced positive outcomes, including increased student participation in academic support services through targeted outreach. Students benefited from individualized support and expanded access to online learning pathways.

The district remains committed to monitoring implementation progress and making necessary adjustments to meet evolving student and staff needs.

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

The following is a summary of the 2024-2025 estimated expenditures for Goal 5 Actions:
Goal 5, Action 5.1: No material differences were observed for this action.
Goal 5, Action 5.2: No material differences were observed for this action.
Goal 5, Action 5.3: No material differences were observed for this action.

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

During the 2024-2025 school year, Actions 5.1, 5.2, and 5.3 were implemented to improve college and career readiness and reduce suspension rates among students at Lovell High School. These actions were aligned to address the needs of historically underserved student groups, including Hispanic, Socioeconomically Disadvantaged, and English Learner populations.

Action 5.1 – Individualized Support
This action was effective. The percentage of students graduating at the "Prepared" level on the College/Career Indicator increased from 0% to 7% for All Students, with gains across student groups:
Hispanic: 7.1% Prepared
Socioeconomically Disadvantaged: 7% Prepared
English Learners: 3.6% Prepared

Additionally, suspension rates decreased across Hispanic and English Learner student groups:
Hispanic: .9% decrease
English Learners: 2.5% decrease

These results indicate that individualized support services, including those provided by the Student Parent Advocate, positively impacted both academic and behavioral outcomes.

Action 5.2 – Online CTE Pathway Program
This action was also effective. The implementation of the Online Learning Platform (eDynamic Learning) supported access to CTE pathways and likely contributed to the improvement in College/Career Indicator preparedness. This action supported academic engagement, which may have had an indirect impact on improved student behavior.

Action 5.3 – Supplemental Materials and Supplies
This action supported the successful implementation of the online CTE platform.

Overall, the combination of academic support, expanded course access, and targeted interventions was effective in producing progress toward the district’s goal.

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.

Since the current goal, outcomes, metrics, and associated actions have demonstrated effectiveness over the past three years, no adjustments are required at this time. The district will continue to monitor performance and maintain implementation fidelity to ensure continued success for all students, particularly Unduplicated Pupils and those with additional needs.

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	Individualized Support	Provide individualized support to students to help focus on learning. This action aims to address the low college and career readiness indicators and reduce suspension rates by providing targeted support that helps students focus on learning and improve their overall academic and behavioral outcomes. Student Parent Advocate	$157,259.00	No
5.2	Online CTE Pathway Program	The Online Learning Platform represents a modern approach to education, leveraging technology to create a dynamic, engaging, and effective learning environment for all students. It provides students at Lovel High School with online CTE courses and pathways. It supports the goal of providing a high-quality education that meets the needs of all students at Lovell High School, including English Learners, Hispanic, and Socioeconomically Disadvantaged students, preparing them for future academic and career success. (5102) eDynamic Learning	$15,000.00	No
5.3	Supplemental Material and Supplies	Supplemental education materials to guarantee the thorough execution of the online platform for CTE and pathway courses.	$8,500.00	No

Action #	Title	Description	Total Funds	Contributing
		(5103) Supplemental Materials and Supplies		

Goals and Actions

Goal

Goal #	Description	Type of Goal
6	Within three years, Community Day School will create opportunities for students to participate in school projects designed to build school connectedness.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

COJUSD developed the goal, "Within three years, Community Day School will create opportunities for students to participate in school projects designed to build school connectedness," to address specific needs identified among the student population and to promote a more supportive and inclusive school environment. Community Day School serves students who have been removed from traditional educational settings. This unique position underscores the importance of creating a supportive and inclusive environment for these students who may have struggled with school connectedness in the past.
The goal to create opportunities for student participation in school projects was identified for focused attention through a comprehensive needs assessment. This process revealed that CDS students particularly benefit from initiatives that promote engagement and a sense of belonging, given their previous experiences with school disconnection. In developing this goal, COJUSD engaged in consultation with educational partners. This collaborative approach involved input from teachers, administrators, parents, students, and community members. Their insights and feedback were instrumental in shaping a goal that addresses the specific needs of CDS students while aligning with broader district objectives for student success and well-being.This goal aims to foster a sense of belonging and engagement among students, which is critical for their academic and social-emotional development.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
6.1	Local Survey measuring school connectedness and belonging	Baseline will be established upon analysis of survey results and measure the level of student school connectedness and belonging.	83.3% of Students at CDS feel connected to school 66.7% of Students have at least one		85% of Students at CDS feel connected to school 80% of Students have at least one	No comparison data available, as Baseline was set this year.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			adult they can talk to at school		adult they can talk to at school	

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.

During the 2024-2025 school year, there were no substantive differences between the planned actions outlined in Goal 6 and their actual implementation.

6.1-The District will provide Opportunities for School Connectedness: This action was fully implemented as the district provided opportunities for school connectedness through school projects and provided students with meaningful, hands-on learning experiences. The action was successful as it provided an opportunity for students to be involved in the school culture. Students showed interest in projects they had not been exposed to at a comprehension setting.

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

The following is a summary of the 2024-2025 estimated expenditures for Goal 6 Action:
Goal 6, Action 6.1: Material differences due to lower enrollment at CDS and the need to not purchase as much materials.

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

6.1- Opportunities for school connectedness through school projects-The actions taken to improve student connectedness have shown to be effective. Although the school is small in student population, over 80% of the students feel connected to the school.

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.

Since this is the first year with data, the district will continue to monitor performance and maintain implementation fidelity to ensure continued success for all students, particularly Unduplicated Pupils and those with additional needs.

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	Provide Opportunities for School Connectedness	By providing opportunities for school connectedness through school projects, the District aims to create a nurturing and inclusive environment where students can engage in meaningful, hands-on learning experiences. These projects promote a sense of community, enhance social-emotional well-being, and foster a connection to the natural world, ultimately contributing to the overall development and success of the students. Services & Contacts Material and Supplies Aux Pay for Certificated Staff Aux Pay for Classified Staff	$50,732.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
7	Within three years, Esperanza will reduce the achievement gap by providing targeted instructional support aimed at improving student performance across academic areas. This goal will be accomplished by implementing differentiated instructional strategies, offering additional tutoring and intervention programs, and providing professional development for staff focused on best practices for addressing diverse learning needs.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

COJUSD developed the goal "Within three years, Esperanza will reduce the achievement gap by providing instructional support" to address specific educational challenges and ensure equitable academic success for all students.

This goal reflects a strategic commitment to closing the achievement gap and enhancing instructional practices to better support diverse learners.

This goal was identified through a comprehensive analysis of student performance data, which revealed persistent disparities in achievement among different student groups, particularly low-income students and English Language Learners. By collaborating closely with educational partners—including teachers, parents, and students—COJUSD recognized the need for a focused approach to closing these gaps.

Feedback from these partners highlighted the importance of targeted instructional support and the need for differentiated teaching strategies to meet the diverse needs of our student population.

The goal reflects a strategic commitment to closing the achievement gap by enhancing instructional practices, providing additional resources, and fostering an inclusive learning environment where all students have the opportunity to succeed.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
7.1	Attendance Rates Source: COJUSD Attendance Report	All Student 67.32% Attendance Percentage (2023-2024)	All Student 82.3% Attendance Percentage (2024-2025)		All Student 75% Attendance Percentage	Difference of 14.98% in attendance rate
7.2	Local Assessments Source: Reading Assessment	Percentage of students reading at the performance level Advanced: 0% Proficient: 29% Basic: 14% Below Basic: 57% (2023)	Percentage of students reading at the performance level Advanced: 0% Proficient: 34% Basic: 16% Below Basic: 50% (2024)		Percentage of students reading at the performance level Advanced: 10% Proficient: 50% Basic: 10% Below Basic: 30%	Percentage difference of students reading at the performance level Advanced: no change Proficient: 5% increase Basic: 2% increase Below Basic: 7% decrease
7.3	Local Assessment Source: Star Math	Baseline will be established upon analysis of math assessment data.	Percentage of students at the grade level math performance level Advanced: 0% Proficient: 17% Basic: 0% Below Basic: 83% (2024)		Percentage of students at the grade level math performance level Advanced: 0% Proficient: 20% Basic: 50% Below Basic: 30%	No comparison data available, as Baseline was set this year.

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.

During the 2024-2025 school year, there were no substantive differences between the planned actions outlined in Goal 7 and their actual implementation.

7.1-Provide intervention services to students at Esperanza.: This action was fully implemented as the district provided an instructional aide to provide intervention support for students attending Esperanza school.

There were no particular challenges nor successes with Action Implementation.

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

The following is a summary of the 2024-2025 estimated expenditures for Goal 7 Actions:
Goal 7, Action 7.1: No material differences were observed for this action.

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

7.1- Literacy and Math Intervention-The actions taken to provide literacy and math intervention have shown to be effective. Metric data shows improvement in scores as well as increase in attendance. This action was successful in providing students with the opportunity of additional support.

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.

Since the current goal, outcomes, metrics, and associated actions have demonstrated effectiveness over the past three years, no adjustments are required at this time. The district will continue to monitor performance and maintain implementation fidelity to ensure continued success for all students, particularly Unduplicated Pupils and those with additional needs.

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	Literacy and Math Intervention	Provide intervention services to students at Esperanza. Support to students will be provided through small group instructional and one-on-one support. Instructional Aide	$52,196.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
8	Support the long-term academic achievement and well-being of all students by addressing learning loss, enhancing mental health services, ensuring a safe and supportive environment, investing in human capacity, and developing efficient, accountable, and proactive systems to accelerate academic growth.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Cutler-Orosi Joint Unified School District developed this goal in response to the lasting academic and social-emotional impact of the COVID-19 pandemic on students. The district recognized that in order to recover from pandemic-related learning loss and support long-term student success, a comprehensive approach was needed—one that not only addressed academic gaps but also strengthened the systems and supports essential to whole-child development. The goal—to support the long-term academic achievement and well-being of all students by addressing learning loss, enhancing mental health services, ensuring a safe and supportive environment, investing in human capacity, and developing efficient, accountable, and proactive systems to accelerate academic growth—was designed to support students and staff. Research from the Annenberg Institute at Brown University and McKinsey & Company confirms that targeted interventions such as high-dosage tutoring and early literacy support are among the most effective strategies for mitigating learning loss, particularly for historically underserved student groups. Additionally, evidence from the CDC and CASEL highlights the critical role of mental health services and social-emotional learning in promoting student engagement and readiness to learn. The implementation of Multi-Tiered Systems of Support (MTSS) and a focus on positive school climate are also grounded in research demonstrating their effectiveness in improving both academic and behavioral outcomes.

Student performance data indicated that many students, especially English Learners, Low-Income students, Foster Youth, and Students with Disabilities, experienced setbacks in academic progress during and after the pandemic. This goal prioritizes interventions, tutoring, and early literacy supports to accelerate learning recovery. COJUSD students continue to show needs in social-emotional health, as reflected in school climate surveys and counseling data. The goal supports the expansion of counseling services, implementation of Multi-Tiered Systems of Support (MTSS), and mental wellness programs across grade levels. This goal will also help to ensure students feel safe, connected, and supported is essential for engagement and achievement. This goal supports professional development, expanded staffing, and capacity-building strategies that strengthen instructional quality and support services.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
8.1	Smarter Balanced Results Distance from Standard (DFS) in ELA (Source: CA Dashboard)	All: -29.2 SED: -31.5 SWD: -103.4 EL: -63.4 LTEL:-101.9 Hispanic: -31.1 Filipino: 38.7 Foster Youth: -80.2 Homeless: -81.7 * = Data Unavailable (Year: 2023-2024)			All: 9.2 SED: 1.5 SWD: 3.4 EL: 3.4 LTEL:-30.9 Hispanic: 1.1 Filipino: 58.7 Foster Youth: -40.2 Homeless: -31.7 * = Data Unavailable	
8.2	Smarter Balanced Results Distance from Standard (DFS) in Mathematics (Source: CA Dashboard)	All: -75.8 SED: -78.4 SWD: -135.5 EL: -101.1 LTEL: -164.6 Hispanic: -76.9			All: -35.8 SED: -38.4 SWD: -75.5 EL: -51.1 LTEL: -84.6 Hispanic: -26.9	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Filipino: -21.6 Foster Youth: -163.9 Homeless: -129.3 (Year: 2023-2024)			Filipino: 0.6 Foster Youth: -83.9 Homeless: -79.3	
8.3	Percentage of English Learners who progress in English Proficiency (CA Dashboard)	42.1% making progress toward EL Proficiency (Year: 2023-2024)			62.1% making progress toward EL Proficiency	
8.4	English Learner Reclassification Rate (Source: CALPADS)	11.6% (Year: 2023-2024)			21.6%	
8.5	Chronic absenteeism rates (Source: Dashboard)	All: 11.9% SED: 12% SWD: 19.1% EL:10.7 % LTEL: 18.4% Hispanic: 12% Filipino:5.8 % Foster Youth: 18.8%			All: 5.9% SED: 6% SWD: 9.1% EL:5.7 % LTEL: 6.4% Hispanic: 6% Filipino:2.8 % Foster Youth: 5.8%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Homeless: 19.5% (Year: 2023-2024)			Homeless: 5.5%	
8.6	Sense of school connectedness (Source: CA Healthy Kids Survey)	5th Grade: 78% of students feel a sense of school connectedness 7th Grade: 43% of students feel a sense of school connectedness 9th Grade: 44% of students feel a sense of school connectedness 11th Grade: 49% of students feel a sense of school connectedness (Year: 2024-2025)			5th Grade: 85% of students feel a sense of school connectedness 7th Grade: 75% of students feel a sense of school connectedness 9th Grade: 75% of students feel a sense of school connectedness 11th Grade: 75% of students feel a sense of school connectedness	

Goal Analysis [2024-25]

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

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

This is a new Goal for 2025-2026.

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.

This is a new Goal for 2025-2026.

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

This is a new Goal for 2025-2026.

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.

This is a new Goal for 2025-2026.

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
8.1	Targeted Academic Tutoring and Intervention Support	Provide tutoring and academic intervention services to support students who are not yet meeting grade-level standards. Tutoring will focus on foundational skills in reading, writing, and mathematics. Progress monitoring and data will be used to adjust instruction and maximize student growth. IMSE subscriptions IMSE materials LREBG: $55,000 Metrics to Measure Progress: 8.1, 8.2, 8.3	$55,000.00	No
8.2	Early Academic Intervention and School Readiness Support	Provide early intervention services for preschool-aged children to support school readiness and early learning development. Services will include targeted support in early literacy, numeracy, language development, and social-emotional skills. Ongoing screening and progress monitoring will be used to inform instruction and ensure children enter kindergarten prepared to learn. Full Day Preschool .5 Preschool Teacher	$170,000.00	No

Action #	Title	Description	Total Funds	Contributing
		.5 Preschool Teacher .5 Preschool Aide .5 Preschool Aide .5 Preschool Aide .5 Preschool Aide Preschool Summer School Preschool Teacher, 2 aides Preschool Teacher, 2 aides Preschool Teacher, 2 aides Full time preschool teacher LREBG: $170,000 Metrics to Measure Progress: 8.1, 8.2, 8.3		
8.3	Professional Development and Instructional Coaching for Educator Effectiveness	Provide ongoing professional development and instructional coaching to support high-quality teaching and improve student outcomes. Training will focus on evidence-based instructional strategies, data-driven decision-making, differentiation, and supports for English Learners, Students with Disabilities, and other Unduplicated Pupils. Instructional coaches will offer job-embedded support, model lessons, facilitate collaborative planning, and guide implementation of curriculum and interventions. This action is designed to build teacher capacity, improve instructional consistency, and strengthen professional learning communities (PLCs) across school sites. Dual Immersion Coach Travel/Conferences Dual Immersion Consultant Contracts LREBG: $210,000 Metrics to Measure Progress: 8.1, 8.2, 8.3	$210,000.00	No

Action #	Title	Description	Total Funds	Contributing
8.4	Behavioral, Social-Emotional, and Trauma-Informed Support Services with Bilingual and Behavioral Staff	Provide targeted behavioral, social-emotional, and trauma-informed support services at the school sites through the addition of bilingual and behavior support staff. Staff will assist in implementing Positive Behavioral Interventions and Supports (PBIS), social-emotional learning (SEL) strategies, and trauma-informed practices to address the needs of students experiencing emotional distress, behavioral challenges, or adverse childhood experiences. Bilingual staff will help bridge communication with English Learners and families, ensuring culturally responsive support and access to mental health and academic resources. This action supports the district's multi-tiered system of support (MTSS) framework, promoting student well-being, reducing disciplinary incidents, and increasing student engagement and connectedness. Bilingual Aide Behavior Intervention Technician LREBG: $215,000 Metrics to Measure Progress: 8.6	$215,000.00	No
8.5	Assessment and Benchmarking Systems to Monitor Student Progress	Implement and maintain districtwide assessment and benchmarking systems to regularly monitor student progress, identify learning gaps, and inform instruction. These tools will include universal screeners, formative and interim assessments, and diagnostic measures in core content areas such as English Language Arts, Math, and English Language Development. Data from these assessments will support timely interventions, guide instructional planning, and ensure alignment with grade-level standards. Results will be used by teachers, administrators, and support staff to track growth, adjust instruction, and evaluate the effectiveness of academic programs, with a focus on improving outcomes for students. ESGI licenses	$3,000.00	No

Action #	Title	Description	Total Funds	Contributing
		LREBG: $3,000 Metrics to Measure Progress: 8.1, 8.2, 8.3		

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
$$19,116,795	$2,553,398

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
44.732%	0.000%	$0.00	44.732%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** Safe and Supportive Environment (PBIS) to Engage Students **Need:** Students, particularly those from disadvantaged backgrounds such as Low-Income students, English Learners, Foster Youth, are at disproportionate risk for	This action provides English Learners, Foster Youth, and Low income students with services to students, including tiered prevention and intervention, to connect, engage and support students while providing students with a sage learning environment. By providing additional staff to reinforce on-campus Positive Behavioral Interventions and Supports (PBIS), the District aims to address the	Metric 15: Attendance Rates (Source: School Site Monthly Attendance Report) Metric 16: Chronic absenteeism rates (Source: CA Dashboard)

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
	experiencing trauma and need additional support through safe schools and relationship building. With school closure during the pandemic, students' needs were unable to be supported with the limited connection to staff and peer. This happens to be the identified need for Cutler-Orosi Joint Unified unduplicated students. The California Healthy Kids Survey the school year 2022-2023 shows that: 5th Grade: 77% of students feel a sense of school connectedness 7th Grade: 46% of students feel a sense of school connectedness 9th Grade: 46% of students feel a sense of school connectedness 11th Grade: 49% of students feel a sense of school connectedness Suspension data for the district is at 4.9% and has declined over the previous years but reflects the need for additional safety measures on school campuses and the importance of Positive Behavior Instructional Supports. It is essential that students receive the necessary support to engage in a safe and positive learning environment. This focus on behavioral support is crucial for promoting comprehensive student development and	specific challenges faced by these groups. This focus on safety and support contributes to the overall aim of promoting comprehensive student development and preparing them for college. The action of providing additional staff to reinforce PBIS addresses the needs of unduplicated pupils—such as English Learners, Foster Youth, and Low-Income students—by directly targeting the barriers that impede their full engagement in the learning environment. Foster Youth and Low-Income students often face socio-economic challenges that can impact their behavior and participation in school. The additional PBIS staff can offer tailored support to these students, fostering a positive school climate and mitigating the effects of their unique challenges. Providing this action on an LEA-wide basis ensures that all students benefit from a safe and supportive learning environment. This inclusive approach not only addresses the specific needs of unduplicated pupils but also promotes a positive and cohesive school culture that benefits the entire student body. By implementing PBIS universally, the District ensures consistency in support and behavioral expectations, thereby enhancing the overall educational experience and better preparing all students for college and future success. In addition, the District recognizes that all students will benefit from this program, and therefore these supports are provided Districtwide.	Metric 17: High School dropout rates (Source: CALPADS) Metric 18: Middle School dropout rates (Source: CALPADS) Metric 19: High School graduation rates (Source: CA Dashboard) Metric 20: Suspension rates (Source: CA Dashboard) Metric 21: Expulsion rates (Source: Data Quest) Metric 22: Sense of school connectedness (Source: CA Healthy Kids Survey)

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
	preparing students for college and future success.This focus on safety and support contributes to the overall aim of promoting comprehensive student development and preparing them for college. Educational partners have shared that since Cutler-Orosi is an unincorporated community with limited law enforcement resources, there is a need for School Resource Officers and a safety program. School Resource Officer have been tasked to build connections with students and take on a proactive approach in reducing behavior. Socio-economic challenges can contribute to behavioral issues and a lack of engagement in school. PBIS provides a structured and supportive environment that helps mitigate these challenges. Language barriers and cultural differences can sometimes lead to misunderstandings and behavioral issues for English Learners, low income students. PBIS helps create an inclusive environment where these students feel understood and supported. Frequent changes in living situations and schools can lead to instability and behavioral problems for Foster Youth students. PBIS provides consistency and support, helping these students feel more secure and engaged. PBIS focuses on reinforcing positive behavior and providing clear expectations and supports. This helps all students, especially those at risk, develop the social and emotional skills needed to succeed in school and beyond. By creating a positive and supportive school climate, PBIS helps increase student		

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
	engagement, reduce behavioral issues, and improve academic outcomes. Engaged students are more likely to succeed academically and be prepared for college. Educational partners have expressed a strong desire to ensure that English Learners, students from low-income families, and students in foster care receive support through alternatives to suspension and feel more connected to their schools **Scope:** LEA-wide		
1.2	**Action:** Supplemental Instructional Materials **Need:** Students, particularly those from disadvantaged backgrounds such as English Learner, Low Income and Foster Youth have limited access to the necessary resources to fully engage with and master the curriculum. This happens to be the identified need for Cutler-Orosi Joint Unified unduplicated students. ELA (Distance from Standard, 2022-2023) SED: -35.9 EL: -64.9 Foster Youth: -56.4 Math (Distance from Standard, 2022-2023) SED: -81.5	Providing supplementary educational materials on an LEA-wide basis ensures that all students, particularly unduplicated pupils, have equitable access to the resources they need. This inclusive approach promotes educational equity by ensuring that all students, regardless of their background, have the necessary materials to succeed academically, promoting fairness and equal opportunity. Students will use the materials to reinforce their learning. Implementing this action universally allows for the efficient allocation of resources, ensuring that all students benefit from the supplementary materials. A schoolwide approach ensures consistency in the availability and use of educational materials, fostering a supportive and cohesive learning environment.	Metric 3: Smarter Balanced Results Distance from Standard (DFS)Met in ELA (Source: CA Dashboard) Metric 4: Smarter Balanced Results Distance from Standard (DFS)Met in Mathematics (Source: CA Dashboard) Metric 5: CAASPP/CAA Assessments for Science (Source: CA Dashboard) Metric 12: English Learner Reclassification Rate (Source: Dataquest)

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
	EL: -102.9 Foster Youth: -83.9 Percentage of 2nd graders reading on or above grade level: EL: 27% 40.3% of English Learners making progress toward EL Proficiency By providing additional educational materials, the district ensures that all students, regardless of their background, have the tools they need to meet academic content and performance standards. Within educational partner feedback, a stated desire is to ensure all students, particularly English Learners, students from low income families, and students in foster care have access to instructional materials. **Scope:** LEA-wide	In summary, the implementation of this actions supports unduplicated pupils to ensure they can fully engage with academic content and performance standards. This approach addresses the specific challenges faced by these students, promotes equity, and supports their academic success.	
1.3	**Action:** Early Education Support for children 0-5 years of Age **Need:** Ensure that young children, particularly those from disadvantaged backgrounds such as English Learners, Foster Youth, and Low-Income families, have access to high-quality early education. Unduplicated students from	Providing early education support on an LEA-wide basis ensures that all eligible children, including unduplicated pupils, have access to the resources they need to succeed. This ensures that early education opportunities are not limited to certain groups but are available to all, thereby promoting educational equity. By supporting early education across the board, the District can foster a community-wide culture of	Metrics: 1.29 Early Language and Literacy Development (Source: DRDP Data)

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
	Cutler-Orosi do not have access to high quality early education. This happens to be the identified need for Cutler-Orosi Joint Unified unduplicated students. This early support is crucial for addressing developmental gaps and preparing these children for academic success from the outset. The number of students that have enrolled in preschool over the last three years has grown tremendously. Early Childhood Education Enrollment Numbers 2020-2021: 141 students 2021-2022: 158 students 2022-2023: 192 students 2023-2024: 273 students Educational partners have shared their support of early educational program district wide. Educational partners have expressed a desire to enhance the academic success of low-income students by implementing Universal Transitional Kindergarten (UTK) earlier than the state's mandated timeline of 2025-26. By starting formal education at a younger age, students will have the opportunity to enter elementary school with stronger literacy and numeracy skills. Data also shows The Brookings Institution highlights that early childhood education helps to close the achievement gap between low-income children and their more affluent peers. Access to quality early education levels the playing	learning and development, benefiting all families and setting a strong foundation for future academic achievement. Implementing this action universally allows the District to allocate resources efficiently and create standardized programs that can be tailored to meet the needs of different student groups within the same framework. By addressing developmental and socio-economic challenges, the District will help ensure that all children start their educational journey on an equal footing.	

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
	field, providing low-income children with a stronger foundation for future learning. **Scope:** LEA-wide		
1.4	**Action:** Intervention for Students NOT YET AT STANDARD **Need:** English Learners, students in foster care, and students from low income families are not reaching grade-level proficiency in English and in math on state and local assessments. This happens to be the identified need for Cutler-Orosi Joint Unified unduplicated students. Data shows the following needs for the student groups in Cutler-Orosi: ELA (Distance from Standard, 2022-2023) SED: -35.9 EL: -64.9 Foster Youth: -56.4 Math (Distance from Standard, 2022-2023) SED: -81.5 EL: -102.9 Foster Youth: -83.9 Percentage of 2nd graders reading on or above grade level: EL: 27%	Providing interventions on an LEA-wide basis ensures that all students who are not yet meeting academic standards receive the support they need. This ensures that interventions are available to all students in need, regardless of their background, promoting fairness and equal opportunity for academic success. It allows for the efficient use of resources and the implementation of standardized intervention programs that can be tailored to meet the diverse needs of different student groups. The action assists staff in performing in-depth analysis of individual student data to identify and target specific skills and concepts through a Multi-Tiered System of Supports (MTSS), including Tier II acceleration and intervention. Current research in the Science of Reading aligns with our instructional cycle, which emphasizes foundational literacy skills. The action provides targeted interventions for unduplicated pupils who are not yet meeting academic standards, addressing their specific challenges, and ensuring they receive the support necessary to succeed academically.	Metric 3: Smarter Balanced Results Distance from Standard (DFS) Met in ELA (Source: CA Dashboard) Metric 4: Smarter Balanced Results Distance from Standard (DFS) Met in Mathematics (Source: CA Dashboard) Metric 5: CAASPP/CAA Assessments for Science (Source: CA Dashboard) Metric 25: Local Assessments: % of 2nd graders reading on and above grade level (Source: Fountas and Pinnell)

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
	40.3% of English Learners making progress toward EL Proficiency In Cutler-Orosi there are 389 students with disabilities and 369 are socioeconomically disadvantaged which equates to 94.8% of Students with Disabilities as Low Income as well (CALPADS 8.1). Tailored interventions can address specific learning needs and disabilities, ensuring these students receive appropriate accommodations and support to achieve academic standards. Data shows the distance from standards on the ELA Smarter Balanced Assessment was at -111.8 and -139.4 for the math Smarter Balanced Assessment. Frequent school changes and personal instability can disrupt learning. Targeted interventions help provide continuity and support to stabilize their educational experience. By addressing the specific barriers that unduplicated pupils face, interventions help close the achievement gaps between these students and their peers, promoting equity in educational outcomes. Within educational partner feedback, a stated desire is for high-need student groups (English Learners, students in foster care, and students from low income families) to be at grade-level proficiency in ELA and in math.		

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
1.5	**Action:** Provide Literacy and Individualized Support **Need:** Research concludes that students identified as English Learners, foster youth and homeless have limited opportunity to visit community libraries or visit less frequently than their affluent peers, thus having a greater need for access to reading materials in the classroom and the home (Rojas, 2011). In addition, expanding access to reading materials, technology and school libraries promotes improved educational outcomes (Lance & Kachel, 2018; Gretes, 2013) This happens to be the identified need for Cutler-Orosi Joint Unified unduplicated students. This support is essential for addressing gaps in literacy that can hinder academic success and for providing personalized interventions that cater to the unique needs of each student. English Learners often need additional support to develop their reading and writing skills in English, which are critical for academic success across all subjects. Data shows the distance from standards on the ELA Smarter Balanced Assessment was at -64.9 and -102.9 for the math Smarter Balanced Assessment for English Learners.	Through this action teachers will be provided curricular and instructional tools to better differentiate and/or scaffold instruction to meet the needs of English Learners, low-income students, and foster youth to provide literacy support. Providing literacy and individualized support on an LEA-wide basis ensures that all students, particularly unduplicated pupils, benefit from these interventions. It ensures literacy support is available to all students in need, regardless of their background, promoting fairness and equal opportunity for academic success. A schoolwide approach allows for the efficient use of resources and the implementation of standardized support programs that can be tailored to meet the diverse needs of different student groups. Creating a schoolwide culture of literacy and individualized support helps build a community where all students feel valued and capable of achieving their academic goals. This action provides literacy and individualized support to unduplicated pupils to improve their literacy skills and overall academic performance. This approach addresses the specific challenges faced by these students, promotes equity, and supports their academic success through personalized and targeted interventions.	Metric 3: Smarter Balanced Results Distance from Standard (DFS)Met in ELA (Source: CA Dashboard) Metric 4: Smarter Balanced Results Distance from Standard (DFS)Met in Mathematics (Source: CA Dashboard) Metric 5: CAASPP/CAA Assessments for Science (Source: CA Dashboard) Metric 25: Percentage of 2nd graders reading on and above grade level (Source: Fountas and Pinnell)

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
	Socio-economic challenges can result in limited access to books and literacy resources at home. Schools provided literacy support helps bridge this gap. Data shows the distance from standards on the ELA Smarter Balanced Assessment was at -35.9 and -81.5 for the math Smarter Balanced Assessment for Socioeconomically Disadvantaged students. Frequent changes in home and school environments can disrupt the development of consistent literacy skills. Targeted support helps stabilize their educational progress. Data shows the distance from standards on the ELA Smarter Balanced Assessment was at -56.4 and -83.9 for the math Smarter Balanced Assessment for Foster Youth students districtwide. **Scope:** LEA-wide		
1.6	**Action:** College and Career Provide college and career experiences for students to prepare them for a variety of post-secondary options. **Need:** Low-Income students, English Learners,and Foster Youth, often do not have the necessary exposure, guidance, and support to explore and pursue a range of post-secondary education and career pathways. This happens	Providing college and career experiences on an LEA-wide basis ensures that all students, particularly unduplicated pupils, have access to these crucial resources. It ensures that every student, regardless of their background, has the opportunity to explore and prepare for a variety of post-secondary options, promoting fairness and equal opportunity. Implementing this action universally allows for the efficient allocation of resources, ensuring that all students benefit from a cohesive and comprehensive program. It also	Metric 6: Percentage of Students who have successfully completed A-G Requirements (Source: CA Dashboard College/Career Levels & Measures Report)

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
	to be the identified need for Cutler-Orosi Joint Unified unduplicated students. Providing college and career experiences for students will prepare them for a variety of post-secondary options. This support is crucial for overcoming barriers that may limit their opportunities and for equipping them with the skills and knowledge needed for future success. Data from 2022-2023 shows the following for the SBAC Assessment: 17.07% of 11th grade students Exceeded Standards in ELA 4.90% of 11th grade students Exceeded Standards in Math 33.45% of 11th grade students Met Standards in ELA 11.89% of 11th grade students Met Standards in Math Percentage of students who met each of the measures in the College and Career Indicator "Prepared" and "Approaching" Levels" from 2022-2023 Prepared Category SED: 41.3% EL: 16.3% Approaching Category SED: 25.3% EL: 35%	builds a College and Career-Ready culture fostering a culture of high expectations and aspirations, where all students are encouraged and supported to pursue their post-secondary goals. This action provides college and career experiences to unduplicated pupils to ensure they have the necessary exposure, guidance, and support to explore and pursue a range of post-secondary options. This approach addresses the specific challenges faced by these students, promotes equity, and prepares them for future success in both education and career pathways.	Metric 7: Percentage of pupils who have successfully completed CTE Courses from an approved career pathway. (Source: CA Dashboard College/Career Levels & Measures Report) Metric 8: Percentage of Pupils who have successfully completed at least one college credit course (Source: CA Dashboard College/Career Levels & Measures Report) Metric 9: Percentage of students who met each of the measures in the College and Career Indicator "Prepared" and "Approaching" Levels" (Source: CA Dashboard College/Career Levels & Measures Report Metric 10: Percentage of pupils who are awarded the Seal of Biliteracy (Source: CA Dashboard College/Career Levels & Measures Report)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	English Learners and Low-Income Students often lack access to information and resources about college and career opportunities. Providing experiences such as college tours, career fairs, and internships helps them understand the options available to them. Often time. Foster Youth can experience instability and inconsistency in their educational journey which is caused by frequent changes in their living situations. Structured college and career experiences provide a clear pathway and sense of direction. 100% of students have been provided with college and career experiences in each of their academic years. Educational partners noted value and expressed great support of this action during input session and stated that is a desire of all English Learners, students from low income families, and Foster Youth students graduate from high school and have access to college. **Scope:** LEA-wide		Metric 13: Percentage of students passing AP exams with a score of 3 or higher (Source: CA Dashboard College/Career Levels & Measures Report) Metric 14: Number of Student who are prepared for college by the Early Assessment Program
1.7	**Action:** Individualized Support for At Promise Males and Females **Need:**	Through this action, staff will be provided with curricular and instructional tools to better differentiate and/or scaffold instruction to meet the needs of English	Metric 17: High School dropout rates (Source: CA Dashboard)

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
	Low income students, English Learners, and Foster Youth students often face multiple barriers that can hinder their educational success, including socio-economic challenges, language barriers, instability in their personal lives, and learning disabilities. This happens to be the identified need for Cutler-Orosi Joint Unified unduplicated students. Addressing these needs through individualized support is crucial for ensuring that these students stay engaged, achieve academic success, and reach their full potential. Data shows a 19.8% high school drop out rate for English learners and 4.5% for Low Income Students. Suspension data also shows 4.9% of Low Income students were suspended, 4.9% of English Learners were suspended and 11.1% of Foster Youth were suspended. Within educational partner feedback, a stated desire is to increase the academic outcomes including interventions for low income students, Foster Youth, and English Learners to provide equitable opportunities. **Scope:** LEA-wide	Learners, low-income students, and foster youth to address dropout and suspension rates. Providing individualized support on an LEA-wide basis ensures that all at-promise students, particularly unduplicated pupils, benefit from targeted interventions. This ensures that every student, regardless of their background, has access to the personalized support they need to succeed academically and personally. Implementing individualized support universally allows for the efficient allocation of resources and ensures that all students benefit from a cohesive support system. A schoolwide approach fosters a culture of inclusivity and support, where all students feel valued and capable of achieving their goals. This actions provides individualized support to at-promise males and females to address their specific academic, emotional, and social challenges. This approach ensures that these students receive the targeted interventions necessary for their success, promotes equity, and helps prevent dropout, creating a supportive learning environment for all students.	Metric 18: Middle School dropout rates (Source:CA Dashboard) Metric 20: Suspension rates (Source: CA Dashboard) Metric 22: Sense of school connectedness (Source: CA Healthy Kids Survey)
1.8	**Action:** Reading Intervention and Acceleration Services	Through this action, staff will be provided with curricular and	Metric 25: Percentage of 2nd graders reading on

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: Early literacy is critical for academic success, and addressing reading difficulties at an early age can prevent long-term academic struggles and promote a strong foundation for future learning. Data shows 27% of English learners are reading at grade level in 2nd grade as compared to 42% of ALL students. This happens to be the identified need for Cutler-Orosi Joint Unified unduplicated students. This action will provide intervention and acceleration services to students in K-2 that are reading below grade level to ensure that young students, particularly those from disadvantaged backgrounds, receive the necessary support to develop essential reading skills. Educational partners surveyed indicated the effectiveness of this action. **Scope:** LEA-wide	instructional tools to better differentiate and/or scaffold instruction to meet the needs of English Learners, low-income students, and foster youth to address reading needs. Providing intervention and acceleration services on an LEA-wide basis ensures that all students, particularly unduplicated pupils, have access to the support they need. It ensures that every student, regardless of their background, has the opportunity to develop essential reading skills, promoting fairness and equal opportunity for academic success. Implementing this action universally allows for the efficient allocation of resources and ensures that all students benefit from a cohesive and comprehensive reading support program. A schoolwide focus on early literacy fosters a culture of reading and learning, where all students are encouraged and supported to develop strong reading skills. This actions provides intervention and acceleration services to K-2 students who are reading below grade level to ensure they develop essential reading skills. This approach addresses the specific challenges faced by unduplicated pupils, promotes equity, and helps prevent long-term academic struggles, creating a supportive learning environment for all students.	and above grade level Source: Fountas
1.9	**Action:** Support to Improve Pupil Attendance and Positive Behavior **Need:** Unduplicated pupils, including Low-Income students, English Learners, Foster Youth often face unique challenges that can affect their	To address student needs, staff will provide positive behavior and attendance services to students, including tiered absence prevention and intervention, to engage and support students while assessing barriers to attendance.	Metric 15: Attendance Rates (Source: School Site Monthly Attendance Report) Metric 20: Suspension rates (Source: CA Dashboard)

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
	attendance and behavior at school. This happens to be the identified need for Cutler-Orosi Joint Unified unduplicated students. In the 2023-2024 school year, there were over 180 Student Attendance Review Team Meetings held throughout the district and many parents shared the difficulties in getting their child to school. Districtwide, school sites mailed out 1589 SARB 1 letters home. Data shows chronic absenteeism was at 18.4% in the district on the 2023 Dashboard. By providing supportive measures to maintain or improve daily pupil attendance and promote positive behavior on campus the goal is to address the barriers that hinder regular attendance and positive behavior, which are crucial for academic success and a positive school experience. Data from 2022-2023 shows that the follows grade levels feel school connectedness: 5th Grade: 77% 7th Grade: 46% 9th Grade: 46% 11th Grade: 49% Suspension Data from 2022-2023: SED: 4.9% EL: 5.8% Foster Youth: 11.1% Educational partners have expressed a strong desire to ensure that English Learners, students from low-income families, and students in foster care are provided with	Providing social-emotional development, mental health, and health support on an LEA-wide basis ensures that all students, particularly unduplicated pupils, benefit from these essential services. It ensures that all students, regardless of their background, have access to the support they need to thrive academically and personally. By implementing support services universally allows for the efficient allocation of resources, ensuring comprehensive and consistent support for all students. A schoolwide focus on student well-being creates an inclusive and supportive environment, where all students are encouraged and supported to succeed. This actions provides social-emotional development, mental health, and health support to unduplicated pupils to address the specific challenges they face, promoting their overall well-being and enabling them to focus on learning. This approach promotes equity, enhances student engagement, and fosters a positive and supportive school culture.	Metric 22: Sense of school connectedness (Source: CA Healthy Kids Survey)

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
	positive behavior on campus. Additionally, they emphasize the importance of offering support to students to help remove barriers to attendance. **Scope:** LEA-wide		
1.10	**Action:** Provide Wrap Around Services to Support Student Learning **Need:** Unduplicated pupils, including Low-Income students, English Learners, and Foster Youth often face unique and significant barriers that impact their ability to focus on and succeed in their education. Social, emotional, and health challenges can hinder student academic performance and overall well-being but by providing wrap around services to student learning can be supported. This happens to be the identified need for Cutler-Orosi Joint Unified unduplicated students. Foster Youth and low income students may experience trauma and instability in their personal lives, affecting their emotional well-being. Providing social-emotional support helps them build resilience, self-esteem, and positive relationships. Stress can also affect students' emotional health. Social-emotional development programs help these students cope with stress and develop healthy emotional responses.	To address student needs, Counselors will provide comprehensive Multi-tiered levels of support including prevention and intervention to students. Counselors and Psychologist will use evidence based practices to provide wrap around services to students. Providing social-emotional development, mental health, and health support on an LEA-wide basis ensures that all students, particularly unduplicated pupils, benefit from these essential services. It ensures that all students, regardless of their background, have access to the support they need to thrive academically and personally. Implementing support services universally allows for the efficient allocation of resources, ensuring comprehensive and consistent support for all students. A schoolwide focus on student well-being creates an inclusive and supportive environment, where all students are encouraged and supported to succeed. This actions provides social-emotional development, mental health, and health support to unduplicated pupils to address the specific challenges they face, promoting their overall well-being and enabling them to focus on learning. This	Metric 22: Sense of school connectedness (Source: CA Healthy Kids Survey)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	English Learners can experience cultural adjustments and language barriers which impact social integration and emotional health. Social-emotional programs help these students feel more connected and supported in their school community. In Cutler-Orosi there are 389 students with disabilities and 369 are socioeconomically disadvantaged which equates to 94.8% of Students with Disabilities as Low Income as well (CALPADS 8.1). The district understand the importance of Low-Income Students with disabilities to receive speech services. The speech therapist also serves to provided additional services to students who have not been identified with a disability. Addressing mental health needs is crucial for students who may face higher rates of anxiety, depression, and other mental health issues due to various stressors. Providing access to mental health resources and counseling ensures that these students receive the necessary support to maintain their mental well-being. Current data shows that the follows grade levels feel school connectedness: 5th Grade: 77% 7th Grade: 46% 9th Grade: 46%	approach promotes equity, enhances student engagement, and fosters a positive and supportive school culture.	

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
	11th Grade: 49% Educational partners surveyed indicated the effectiveness of this action and the need to support students with wrap around services at the school site. **Scope:** LEA-wide		
1.11	**Action:** Provide Broad Course of Study **Need:** Students from low income families, English Learners, and students in foster care face limited access to visual and performing arts access that can also provide academic support and enrichment. This happens to be the identified need for Cutler-Orosi Joint Unified unduplicated students. This broad course of study includes various subjects and learning experiences that equip students with the knowledge, skills, and competencies needed for academic success, personal development, and future career opportunities. Socio-economic barriers can limit access to a wide range of educational experiences. A broad course of study ensures these students have access to a variety of subjects and enrichment opportunities, promoting a well-rounded education.	This action will provide Unduplicated students with music courses from Kindergarten to 12th grade. Providing a broad course of study on an LEA-wide basis ensures that all students, particularly unduplicated pupils, benefit from a diverse and comprehensive curriculum.Studies have shown that students who participate in a broad curriculum tend to perform better academically and are more likely to succeed in higher education and their careers. It ensures that all students, regardless of their background, have access to a wide range of educational experiences, promoting fairness and equal opportunity. Implementing a broad curriculum universally allows for the efficient allocation of resources and ensures that all students benefit from a cohesive and comprehensive educational program.A schoolwide focus on providing a broad course of study creates a dynamic and enriching learning environment, where all students are encouraged and supported to explore their interests and develop their talents. This action provides a broad course of study to unduplicated pupils to ensure they have access to	Metric 1: Access to standards- aligned materials (Source: Textbook Sufficiency Resolution) Metric 23: Broad Course of Study

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	Providing a diverse curriculum helps English Learners develop proficiency in English while engaging in content-rich learning across different subjects, enhancing their overall academic experience. Frequent school changes can result in gaps in learning and limited exposure to a comprehensive curriculum for Foster Youth students. A broad course of study helps bridge these gaps and provides consistency in their educational journey. Data shows that 100% of students are receiving a Broad Course of Study. Educational partners surveyed have indicated the effectiveness of this action. Feedback from educational partners also included that low income students receive additional enrichment opportunities. **Scope:** LEA-wide	diverse and comprehensive learning opportunities. This approach addresses the specific challenges faced by these students, promotes equity, and prepares them for future success in higher education and their careers.	
1.12	**Action:** Provide Enrichment Services for students identified as Gifted and Talented (GATE) **Need:** Low-Income students, English Learners, Foster Youth, who are identified as gifted and talented often do not have the resources to receive specialized instruction. This happens to be the identified need for Cutler-Orosi Joint Unified unduplicated students. By providing	Providing enrichment services for gifted and talented students on an LEA-wide basis ensures that all eligible students, particularly those from disadvantaged backgrounds, have access to the resources and opportunities they need. This inclusive approach ensures that gifted students from all backgrounds have equal access to advanced learning opportunities, promoting fairness and equal opportunity. Implementing enrichment services universally allows for the efficient allocation of resources and ensures that	Metric 28: Number of Gate Students provided with services

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	enrichment services for students identified as Gifted and Talented (GATE) students can receive the advanced and specialized instruction necessary to fully develop their potential. These enrichment services are crucial for addressing the unique educational needs of gifted students and ensuring they are challenged and engaged in their learning. Gifted English Learners students require advanced instruction that not only challenges them academically but also supports their language development, ensuring they can excel in both their giftedness and language proficiency. Low-Income and Foster Youth Gifted Students can face financial constraints can limit access to enrichment opportunities outside of school. Providing in-school enrichment ensures these students have equal opportunities to develop their talents. Current data shows there are 136 students and educational partners have indicated the effectiveness of this action to support students. Within educational partner feedback, a stated desire is to ensure all students, particularly English Learners, students from low income families, and students in foster care, have the resources they need to maximize their full potential.	all gifted students benefit from a cohesive and comprehensive program. A schoolwide focus on providing enrichment for gifted students creates a culture that values and nurtures high academic achievement and talent development. This actions provides enrichment services to gifted and talented students, particularly unduplicated pupils, to ensure they receive the advanced and specialized instruction necessary to fully develop their potential. This approach addresses the specific challenges faced by these students, promotes equity, and supports their academic and personal growth.	

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	Scope: LEA-wide		
1.13	**Action:** Provide Opportunities for Co-Curricular Programs **Need:** Often students from disadvantaged backgrounds, such as Low-Income students, English Learners, Foster Youth, do not have access to programs that promote their physical health, mental well-being, and overall academic and athletic development. This actions provides opportunities for co-curricular programs to enhance health, fitness, and athletic/academic competitiveness is to ensure that their is a holistic development of students, providing them with opportunities to engage in activities that complement their academic learning and foster a sense of belonging and achievement. Financial constraints may limit a Low-Income student's access to extracurricular activities outside of school. Providing co-curricular programs ensures these students can participate in physical activities that promote health and fitness. Participation in co-curricular programs can provide Foster Youth stability and a sense of community, helping foster youth cope with the instability in their personal lives.	Providing co-curricular programs on an LEA-wide basis ensures that all students, particularly unduplicated pupils, have access to the benefits of these programs. This ensures that all students, regardless of their background, have the opportunity to participate in co-curricular activities that enhance their development and competitiveness. Implementing these programs universally allows for the efficient use of resources and ensures that all students benefit from a cohesive and comprehensive set of activities.A schoolwide focus on co-curricular programs creates a vibrant and supportive school culture where students are encouraged to explore a wide range of interests and develop a balanced set of skills. This action provides opportunities for co-curricular programs to unduplicated pupils to enhance their health, fitness, and academic/athletic competitiveness. This approach addresses the specific challenges faced by these students, promotes equity, and supports their holistic development and success.	Metric 24: Extra Curricular Activities

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	Engaging in co-curricular activities promotes mental well-being by reducing stress, building self-esteem, and providing a positive outlet for energy and emotions. Academic and Athletic Competitiveness: Co-curricular programs can help English Learner students improve language skills and build confidence through participation in team sports and academic competitions. Access to a variety of programs can help Low-Income students discover and develop talents that may lead to academic scholarships or future career opportunities. Data show students involved in extracurricular activities are as follows: El Monte Middle School: 283 Orosi High School: 357 Educational partners have indicated the effectiveness of this action to support students. **Scope:** LEA-wide		
1.14	**Action:** Provide Support to Family Education Services **Need:**	Providing additional support to Family Education Services on an LEA-wide basis ensures that all families, particularly those of unduplicated pupils, benefit from the resources and support needed to fully participate in their children's education. This	Metric 27: Parent Engagement Report (Source: Monthly Site Parent Involvement Report)

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	Many family in Cutler-Orosi face barriers such as trauma, poverty, and resources. These barriers can include language differences, lack of understanding of the education system, socio-economic challenges, and limited access to resources. This happens to be the identified need for Cutler-Orosi Joint Unified unduplicated students. Providing additional support to Family Education Services is crucial for empowering families to actively participate in their children's education and ensuring that students receive the comprehensive support they need to succeed academically and personally.This action allows for additional support to Family Education Services to ensure parents and students have the support needed to overcome obstacles to fully participate in school. Data show parent engagement is currently at: Cutler Elementary: 3206 Golden Valley: 846 Palm: 1505 El Monte: 2404 Orosi High School: 2037 Alt Ed: 53 Educational partners have indicated the effectiveness of this action and the support provided to families. English Learner Families face language barriers that hinder their ability to communicate with teachers and understand school processes. Family Education Services	ensures that all families, regardless of their background, have the support they need to engage with and support their children's education, promoting fairness and equal opportunity.Implementing family education services universally allows for the efficient use of resources and ensures that all families benefit from a cohesive and comprehensive support program. A schoolwide focus on family education creates a culture of collaboration and support, where families and schools work together to promote student success. By providing additional support to Family Education Services to ensure that parents and students have the support needed to overcome obstacles to fully participate in school. This approach addresses the specific challenges faced by unduplicated pupils and their families, promotes equity, and supports the academic and personal success of students through strong home-school partnerships.	

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	can provide language support and translation services to help bridge this gap. Socio-economic challenges can limit parents' ability to engage with their children's education. Providing resources and education on how to support their children's learning at home can help mitigate these challenges. Foster parents may need additional support and education on how to navigate the education system and support the specific needs of foster youth. **Scope:** LEA-wide		
2.1	**Action:** Provide Mentoring Support to Teachers **Need:** All students should benefit from high-quality instruction provided by a well-supported and highly qualified teaching staff but especially students from disadvantaged backgrounds, such as Low-Income students, English Learners, Foster Youth. Effective teaching is crucial for addressing the diverse learning needs of these students and improving their academic outcomes.This happens to be the identified need for Cutler-Orosi Joint Unified unduplicated students. The District commits to providing support for teachers through a powerful mentoring program to ensure that all	Providing a mentoring program for teachers on an LEA-wide basis ensures that all students, particularly unduplicated pupils, benefit from the positive impacts of having highly qualified and well-supported teachers. This inclusive approach ensures that all students, regardless of their background, have access to high-quality instruction from well-prepared and supported teachers, promoting fairness and equal opportunity. Implementing the mentoring program universally allows for the efficient use of resources and ensures that all teachers and students benefit from a cohesive and comprehensive support system. A schoolwide focus on mentoring and professional development creates a culture of continuous improvement and excellence in teaching, benefiting all students.	Metric 2.1: Teachers: Fully credentialed and appropriately assigned Metric 2.9:Percentage of Teachers Appropriately Assigned

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	teacher receive the support they need for the diverse student need. Data from 2022-2023 shows the following: 85% of teachers fully credentialed Students from disadvantaged backgrounds often require differentiated and effective teaching strategies to overcome various learning barriers. A mentoring program ensures that teachers are well-prepared and supported to deliver high-quality instruction tailored to the needs of these students. Stability in teaching staff is particularly important for students who may face instability in their personal lives such as Low-Income Students and Foster Youth: A mentoring program helps retain experienced teachers, providing consistency and stability in the classroom. Teachers need specialized training to address the unique challenges faced by English Learners, including language acquisition and cultural differences. Mentoring programs provide ongoing professional development to enhance teachers' skills in these areas. Research shows that teacher quality is one of the most significant factors influencing student achievement. By supporting teachers through mentoring, the District can improve overall student performance and close achievement gaps.	By providing support for teachers through a powerful mentoring program to maintain a large pool of highly qualified teaching staff. This approach addresses the specific challenges faced by unduplicated pupils, promotes equity, and supports improved student achievement and comprehensive human development throughout the District.	

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	Data shows 85% of teachers fully credentialed and the district will continue to provide resources to support teacher credentialing and mentorship.Educational partners surveyed indicated the effectiveness of this action. **Scope:** LEA-wide		
2.2	**Action:** Provide Ongoing Training and Professional Learning time **Need:** Students from disadvantaged backgrounds such as Low-Income students, English Learners, Foster Youth have unique academic and social emotional needs. Some of the needs include learning a second language, having unstable home environments that transfer to the classroom, or lack of access to help on homework or resources. Feedback collected from staff has stated that the effects of what students deal with at home can widen the achievement gap. This happens to be the identified need for Cutler-Orosi Joint Unified unduplicated students. The 2023 Dashboard was evident of several areas of student academic needs. The 2023 Dashboard results showed the following RED for school sites/students groups on the ELPI metric: District- English Learners Cutler Elementary- English Learners Golden Valley Elementary-English Learners	Providing ongoing training and biannual professional learning events on an LEA-wide basis ensures that all staff members benefit from comprehensive professional development, leading to a cohesive and consistent approach to student support across the District. This ensures that all students, regardless of their background, are supported by well-trained staff capable of addressing their unique needs, promoting fairness and equal opportunity. Implementing professional development universally allows for the efficient use of resources, ensuring all staff members receive high-quality training that benefits all students. In summary, providing ongoing training and biannual professional learning events to all staff improves and increases their ability to address student needs effectively, maintain high standards in schools and programs, and minimize achievement gaps. This approach addresses the specific challenges faced by unduplicated pupils, promotes equity, and supports improved student outcomes through comprehensive and continuous professional development.	Metric 4: Percentage of staff receiving two extended Professional learning days

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	El Monte Middle- English Learners Orosi High -English Learners The 2023 Dashboard results showed the following RED for school sites/student groups on the ELA/Math Achievement metric: District- Homeless Youth El Monte Middle- All Students, Socioeconomically Disadvantaged student, and Hispanic students Staff need the knowledge and skills necessary to effectively address the diverse needs of students. The professional development aims to enhance the overall efficiency and effectiveness of the school environment, ultimately leading to improved student outcomes and minimized achievement gaps. Teachers and staff need specialized training to address language barriers and support English language acquisition and the needs of Long-term English Learners. Professional learning sessions focus on strategies for improving academic content understanding and language proficiency. By addressing the specific needs of significant student groups, such as low income students and English Learners, professional development helps reduce achievement gaps and promotes equity in educational outcomes. Ongoing training ensures that all staff members, including certified, classified, and management personnel, are consistently		

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	prepared to meet student needs efficiently, maintaining the high standards of the District's schools and programs. Requiring teachers to submit a tutorial log at the end of every month ensures accountability and provides valuable data for continuous improvement of instructional practices and student support strategies. 100% of staff recieved professional learning to support students. Educational partner feedback stated a desire is to ensure all students, particularly English Learners, students from low income families, and students in foster care, have access to highly qualified teachers. Comments from educational partner input shared that staff want our students to be able to compete with students from large school districts and show other want disadvantaged students can do with a high quality education. **Scope:** LEA-wide		
2.3	**Action:** Provide Professional Learning and Instructional Coaching Support **Need:** Students, particularly those from disadvantaged backgrounds such as English Learners and Low Income have many different needs.Some of the needs include learning a	Providing support for professional learning and instructional coaching on an LEA-wide basis ensures that all teachers have access to the resources and training they need to effectively support their students. It ensures that all students, regardless of their background, receive high-quality instruction from well-trained and supported teachers, promoting fairness and equal opportunity.	Metric 4: Percentage of staff receiving two extended Professional learning days Metric 6: Implementation of academic content and performance standards for all students, including how

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	second language, having unstable home environments that transfer to the classroom, or lack of access to help on homework or resources. Feedback collected from staff has stated that the effects of what students deal with at home can widen the achievement gap. This happens to be the identified need for Cutler-Orosi Joint Unified unduplicated students. The 2023 Dashboard was evident of several areas of student academic needs. The 2023 Dashboard results showed the following RED for school sites/students groups on the ELPI metric: District- English Learners Cutler Elementary- English Learners Golden Valley Elementary-English Learners El Monte Middle- English Learners Orosi High -English Learners The 2023 Dashboard results showed the following RED for school sites/student groups on the ELA/Math Achievement metric: District- Homeless Youth El Monte Middle- All Students, Socioeconomically Disadvantaged student, and Hispanic students In order to meet the needs of students, teachers are provided with professional learning and coaches to deliver high-quality instruction. This support is crucial for enhancing student learning outcomes and addressing the specific educational challenges faced by these students groups. Teachers need specialized professional learning and	Implementing professional learning and instructional coaching universally allows for the efficient use of resources, ensuring that all teachers and students benefit from a cohesive and comprehensive support system. By providing support for teachers through professional learning and instructional coaching student learning will be enhanced. This approach addresses the unique challenges faced by unduplicated pupils, promotes equity, and supports improved academic achievement through comprehensive and continuous professional development.	English Learners will access CCSS and ELD Standards Source: LCFF Priority 2 Self Reflection Tool

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	coaching to effectively teach academic content while simultaneously supporting English language development. This dual focus helps English Learners achieve proficiency in both language and subject matter. Professional learning and instructional coaching enhance teachers' ability to deliver effective instruction, improving academic achievement for all students, particularly those from disadvantaged backgrounds. Instructional coaching provides teachers with the tools and techniques to differentiate instruction, tailor their teaching methods to the unique needs of these students, and use data-driven approaches to monitor and support student progress. Ensuring that all teachers are proficient in delivering instruction aligned with State Standards guarantees that students receive a consistent, high-quality education across the district, promoting equity and fairness. Continuous professional learning opportunities and instructional coaching help teachers stay updated with the latest educational practices, research, and technologies, enabling them to provide the best possible education to their students. 100% of staff recieved professional learning to support students. Educational partners surveyed indicated the effectiveness of this action.		

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	Scope: LEA-wide		
2.4	**Action:** Provide Categorical Program Staff to Coordinate Supplemental Services **Need:** Students from disadvantaged backgrounds and their families often need additional support and resources to meet educational outcomes. Many students in Cutler-Orosi Joint Unified are first generation students attending school or new to the country and need help understanding the school system. As of the 2023-2024 school year, there were 2,008 parents who did not graduate high school. This happens to be the identified need for Cutler-Orosi Joint Unified unduplicated students. The 2023 Dashboard results showed the following RED for school sites/students groups on the ELPI metric: District- English Learners Cutler Elementary- English Learners Golden Valley Elementary-English Learners El Monte Middle- English Learners Orosi High -English Learners The 2023 Dashboard results showed the following RED for school sites/student groups on the ELA/Math Achievement metric: District- Homeless Youth	Providing categorical programs department staff to coordinate supplemental services and parent education programs on an LEA-wide or schoolwide basis ensures that all students and their families have access to these crucial resources. This ensures that all students, regardless of their background, receive the support they need to succeed, promoting fairness and equal opportunity. Implementing these services universally allows for the efficient allocation of resources, ensuring that all students and families benefit from a cohesive and comprehensive support system. Effective coordination ensures that all supplemental services are aligned and delivered efficiently, avoiding duplication and ensuring that all students receive the necessary support to improve their learning outcomes. By providing categorical programs department staff to coordinate supplemental services, English Learner, and parent education programs can work together to improve student learning,This approach addresses the specific challenges faced by unduplicated pupils, promotes equity, and supports enhanced academic achievement and family engagement through coordinated and comprehensive services.	Metric 7: CALPADS reporting with 100% accuracy and on time

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	El Monte Middle- All Students, Socioeconomically Disadvantaged student, and Hispanic students Coordinating these services is crucial for addressing the diverse needs of English Learners,low income students and Foster Youth. English Learners require additional language support and academic interventions to achieve proficiency and succeed in school. Categorical programs staff can coordinate targeted supplemental services to meet these needs. Parents of English Learners often have language barriers and cultural differences can hinder parental involvement. Coordinated parent education programs provide these parents with the knowledge and tools to support their children's education effectively. Coordinating supplemental services and parent education programs helps improve overall student engagement and academic performance, particularly for those from disadvantaged backgrounds. Strengthening the relationship between schools and families through coordinated services and education programs fosters a supportive environment where students can thrive academically and personally.		

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	CALPADS reporting has been certified with 100% accuracy. Educational partners surveyed indicated the effectiveness of this action. **Scope:** LEA-wide		
2.5	**Action:** Provide Parent Education Opportunities **Need:** Families of English Learners, Foster Youth, and Low-Income, face additional challenges that can hinder their ability to engage fully in their children's education. Many parents have shared that working in the fields requires that to leave very early in the morning and return very late at night. These parents have shared it is difficult for them to attend parenting meeting during the day and have requested parent education opportunities late at night. This happens to be the identified need for Cutler-Orosi Joint Unified unduplicated students. Parents and guardians need to be provided with the knowledge, skills, and resources necessary to effectively support their children's education. Language barriers and cultural differences can limit parental involvement in school activities and communication with teachers. Parent education and training programs can provide these families with the tools they need to	Providing opportunities for meaningful parent education and training on an LEA-wide basis ensures that all families, particularly those of unduplicated pupils, have access to the resources and support they need. This ensures that all parents, regardless of their background, have the opportunity to engage in their children's education, promoting fairness and equal opportunity. Parents are provided with multiple engagement and educational opportunities such as Literacy is King for parents and Digital Citizenship for Parents. Strengthening the relationship between families and schools fosters a supportive and collaborative environment, promoting student success. Educated and engaged parents are better equipped to support learning at home and work effectively with educators. Understanding the social-emotional needs of their children helps parents support their overall well-being, leading to a more holistic approach to education and development. Implementing parent education programs universally allows for the efficient use of resources and ensures that all families benefit from a cohesive and comprehensive support system.	Metric 2: Parental participation in programs for unduplicated pupils (UDPs) and individuals with exceptional needs (Source: Targeted Review Data & District Monthly Parent Engagement Sign in Sheet) Metric 3: Parent Engagement Report (Source: Monthly Site Parent Involvement Report)

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	participate more fully in their children's education. Research shows that increased parental involvement leads to better student outcomes, including higher academic achievement, improved behavior, and increased motivation. By educating and empowering parents, the District can help ensure these benefits for all students, especially those from disadvantaged backgrounds. Data collected from parent engagement records provides valuable insights into how effectively parents are involved in their children's education, identifying areas where additional support or resources may be needed to enhance parental participation and improve student outcomes. Data shows an increase in the number of parents attending educational events but the need to continue parental education still exist. Educational partners surveyed indicated the effectiveness of this action. **Scope:** LEA-wide	In summary, by providing opportunities for meaningful parent education and training, parents can be more involved and support their children's education. This approach addresses the specific challenges faced by these families, promotes equity, and supports improved academic outcomes and family engagement through comprehensive and accessible parent education programs.	
2.6	**Action:** Provide Parent Communication **Need:** Feedback from parents suggest that Cutler-Orosi JUSD, continue to invest in	Providing additional funding to enhance district/parent communication and engage parents in decision-making on an LEA-wide ensures that all families benefit from improved communication and engagement efforts.This action especially helps unduplicated studies and their families as	Metric 8: Quarterly Districts Newsletter

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	communication to families. Feedback collected from parents state that many families do not have access to transportation or work long hours and can not attend school events.This happens to be the identified need for Cutler-Orosi Joint Unified unduplicated students. Our families from low-income backgrounds often need additional resources to be actively involved in their children's education and have a voice in school-related decisions. Effective communication and engagement are crucial for building strong home-school partnerships, which positively impact student outcomes. **Scope:** LEA-wide	some parents can not attend school events and this provides communication and information directly to the parents. Studies show that when parents are involved, students achieve higher grades, test scores, and graduation rates. This is true when parents maintain high expectations for their children's education. Language barriers can make it difficult for these parents to understand school communications and participate in their children's education. Additional funding can support translation services and bilingual communication tools to ensure all parents are well-informed. Engaging parents in decision-making processes helps ensure that their perspectives and needs are considered, leading to more equitable and effective educational policies and practices. This includes participation in school committees, advisory boards, and other decision-making bodies. Strengthening communication and involving parents in decision-making fosters trust and collaboration between families and schools. This partnership is essential for creating a supportive educational environment and improving student outcomes. Socio-economic challenges can limit access to information and resources. Providing additional funding for communication tools and outreach ensures that these families receive timely and accurate information about school events, programs, and resources.	

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3.1	**Action:** Provide Instructional and Operational Technology **Need:** Districtwide needs assessment through surveys showed the need that Low income students, Foster Youth, and English Learners often do not have equitable access to technology and technological resources, which are essential for academic success in the modern educational environment. This happens to be the identified need for Cutler-Orosi Joint Unified unduplicated students. Low-Income students often lack access to necessary technology at home. Providing them with devices and internet access ensures they can participate fully in digital learning and complete assignments. Frequent changes in living situations can disrupt access to technology for Foster Youth Students. Ensuring these students have consistent access to devices and internet is crucial for their educational continuity. English Learners' access to adaptive and supportive technologies can enhance learning experiences and support specific educational needs. Within educational partner feedback, particularly parents and families, a stated desire is to ensure English Learners, students from low income families, and students graduate from high school and have access to technology.	Providing instructional and operational technology on an LEA-wide basis ensures that all students and staff have access to the necessary technological resources. Even though this action is principally directed at address the needs of Unduplicated Pupils, it will be implemented LEA-wide to benefit all students, as many other students exhibited similar needs. It ensures that all students, regardless of their background, have equal access to the technology needed to succeed academically, promoting fairness and equal opportunity. Implementing technology initiatives universally allows for the efficient allocation of resources and ensures that all students and staff benefit from a cohesive and comprehensive technology support system.	Metric 1: District infrastructure (Source: IT Report) Metric 2: Upgraded services, new devices and or new software (Source: IT Report)

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	Scope: LEA-wide		
3.2	**Action:** Provide and Enhance Adequate Facilities and Enrichment Activities **Need:** High-quality facilities are crucial for creating a positive school environment, promoting student engagement, and supporting a wide range of learning activities. Students from disadvantaged backgrounds need to have access to safe, well-maintained, and modern facilities that support their educational and personal development. This happens to be the identified need for Cutler-Orosi Joint Unified unduplicated students. Cutler-Orosi is also a rural community, with inadequate sidewalks and lighting. Many students also are living in East Orosi that is outside of walking distance. Low-Income Students, English Learners, Foster Youth benefit from additional intervention and enrichment activities that support their academic and personal growth. Adequate facilities and transportation ensure that these programs can be effectively implemented and accessed by all students. Well-maintained and modern facilities contribute to a positive school culture, fostering a sense of pride and belonging among students. This is particularly important for students from disadvantaged backgrounds,	Providing adequate facilities and support services on an LEA-wide basis ensures that all students, particularly unduplicated pupils, benefit from a positive and well-supported learning environment. It ensures that all students, regardless of their background, have access to safe, well-maintained, and modern facilities that support their educational needs.Implementing facility enhancements and support services universally allows for the efficient use of resources and ensures that all students benefit from a cohesive and comprehensive support system. A schoolwide focus on maintaining and enhancing facilities creates a unified and positive school culture, promoting student engagement and pride. Low Income, English Learners, and Foster Youth students have specific challenges faced and this action promotes equity, and supports the District's goals of enhancing educational outcomes through comprehensive and accessible facility enhancements and support services.	Metric 3: School & District facilities are maintained in good repair. (Source: School Accountability Report Cards)

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	as it helps create an inclusive and supportive learning environment. Modern facilities equipped with 21st-century learning tools and resources create an engaging and stimulating learning environment. This supports innovative teaching practices and helps prepare students for future academic and career success. Additional custodians and drivers ensure that facilities are well-maintained and that students have safe and reliable transportation. This is crucial for maintaining a safe and efficient school environment where students can focus on learning. Low-Income, English Learners, and Foster Youth can also have access to afterschool interventions, CTE/dual enrollment courses as transportation will be provided to them. Ensuring that all students, particularly those from disadvantaged backgrounds, have access to high-quality facilities and resources promotes equity and helps close achievement gaps. Cutler-Orosi has a low percentage of English Learners that completed CTE course and are involved dual enrollment and providing transporting allows students to be involved in additional offerings. Within educational partner feedback, particularly parents and families, a stated desire is to ensure English Learners, students		

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
	from low income families, and students have access to adequate facilities and transportation when staying afterschool. **Scope:** LEA-wide		
3.3	**Action:** Support the Collection and Analysis of Student Achievement Data **Need:** Collecting and analyzing student achievement data helps teachers and administrations identify areas where students, especially Low-Income, English Learners, and Foster Youth are struggling and adjust instruction accordingly. This happens to be the identified need for Cutler-Orosi Joint Unified unduplicated students who are academically struggling. This ensures that interventions are targeted and effective, promoting better academic outcomes. By analyzing data such as the 2023 Dashboard Data, the teachers can ensure that there is scaffolds, interventions, and progress monitoring in place for the following areas: ELPI metric on the 2023 Dashboard: District- English Learners Cutler Elementary- English Learners Golden Valley Elementary-English Learners El Monte Middle- English Learners Orosi High -English Learners	Supporting the implementation of technology for learning and the collection and analysis of student achievement data on an LEA-wide basis ensures that all students, particularly unduplicated pupils, benefit from these resources. Even though this action is principally directed at address the needs of Unduplicated Pupils, it will be implemented LEA-wide to benefit all students, as many other students exhibited similar needs. A focus on technology integration and data-driven instruction creates a culture of continuous improvement, where all educational partners are committed to using data to enhance teaching and learning. Access to real-time data on student performance allows teachers to make informed decisions about instruction and interventions, ultimately enhancing their effectiveness in the classroom. Specialized reports created by data specialist allowing for data segregation to review data on English Learners, Foster Youth, and Low-Income students. This action addresses supports improved academic outcomes through the effective use of technology and data-driven insights.	Metric 4: Data systems to maintain accurate data reporting (District Annual Evaluation and LCAP Report)

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
	ELA and Math Achievement metric on the 2023 Dashboard: District- Homeless Youth El Monte Middle- All Students, Socioeconomically Disadvantaged student, English Learners and Hispanic students Data analysis helps school and district administrators monitor the effectiveness of educational programs and make data-driven decisions to improve curriculum and instruction, ensuring that all students receive a high-quality education. Within educational partner feedback, a stated desire is to ensure that accurate data is available to ensure English Learners, students from low income families, and Foster Youth students have appropriate interventions. **Scope:** LEA-wide		
4.1	**Action:** Increase FTE to improve services to Foster Youth, English Learners, and Low Income students. **Need:** Low-Income, Foster Youth Students, and English Learners have diverse needs that require comprehensive support services to address their academic, social-emotional, and physical needs. By enhancing FTE personnel, the District can	The additional staff will provide direct, individualized support to address the specific needs of our English learners, students in foster care, and low-income students. By expanding our team at all school sites and throughout the district, we can offer more timely interventions and a broader course of students, ensuring that all students thrive academically and socially. Providing enhanced FTE personnel on an LEA-wide basis ensures that all students, particularly unduplicated pupils, benefit from comprehensive support services.	Metric 1: Positions funded through Concentration Add-On Funds

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
	provide targeted interventions and enrichment opportunities, promoting student success and well-being. In COJUSD, 95.96% of students come from socioeconomically disadvantaged backgrounds, with 39.7% of students designated as English Learners. The District also includes 1.9% homeless students. Data also shows the following: • ELA • Homeless, orange, declined 48.2 points • Math • Homeless, red, declined 22 points English Learner Progress: red at 40.3% declined 14.8% College and Career Indicator • Low for English Learners • Low for Students with Disabilities Graduation Rate: English Learners 88.7% Suspension Rate • Hispanic, orange increased .6% • Homeless, orange increased .4% • Socioeconomically Disadvantaged, orange increased .4% • Students with Disabilities, orange increased .7% Orosi High School-ATSI Students with Disabilities Suspension	This approach addresses the specific challenges faced by these students, promotes equity, and supports improved academic outcomes and overall well-being through comprehensive and accessible support services. In addition, we recognize that all students will benefit from this program, and therefore these supports are provided Districtwide.	

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
	Within educational partner feedback, particularly parents and families, a stated desire is to ensure English Learners, students from low income families, and all students attain grade level proficiency in math and ELA and have social-emotional support. **Scope:** LEA-wide		

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.15	**Action:** English Learner Support for English Proficiency **Need:** English Learners often face unique challenges that can hinder their language acquisition and academic progress.This happens to be the identified need for Cutler-Orosi Joint Unified unduplicated students. Providing additional support staff to enable English Learners to achieve English proficiency (progress monitoring and reclassification)" is to ensure that English Learners (ELs) receive the	Providing additional support staff on an LEA-wide basis ensures that all English Learners across the district receive consistent and equitable support. This ensures that all English Learners, regardless of their background or school, have access to the targeted support they need to achieve English proficiency and succeed academically. Implementing this action universally allows for the efficient allocation of resources, ensuring that all English Learners benefit from a cohesive and comprehensive support system. A schoolwide focus on supporting English Learners creates an inclusive environment where all students feel	Metric 11: Percentage of English Learners who progress in English Proficiency (as measured by ELPAC) Metric 12: English Learner Reclassification Rate (Source: Dataquest)

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	targeted support and resources necessary to develop proficiency in English, which is crucial for their overall academic success. Providing additional support staff specifically focused on their needs helps address these challenges and ensures that ELs can achieve reclassification as proficient in English. Data shows 40.3% making progress toward EL Proficiency. Educational partners have indicated the effectiveness of this action to support English Learners. English Learners require specialized instruction and interventions to develop their English language skills, including speaking, listening, reading, and writing. Additional support staff can provide this targeted instruction. Continuous and effective monitoring of English Learners' progress is essential to ensure they are making adequate gains in their language development. Support staff can track students' progress, identify areas where they are struggling, and adjust instruction accordingly. The process of reclassifying English Learners as proficient in English requires meeting specific criteria. Additional support staff can help guide students through this process, providing the necessary instruction and support to help them meet the reclassification standards. Educational partners have expressed a strong desire to continue supporting English Learners (ELs) in their journey toward English language proficiency and academic success. This focus is particularly important given the large	valued and supported in their language learning journey. This actions provides additional support staff to enable English Learners to achieve English proficiency, with a focus on progress monitoring and reclassification. This approach addresses the specific challenges faced by English Learners, promotes equity, and supports their academic success through targeted and individualized instruction, continuous progress monitoring, and effective reclassification support.	

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	population of EL students in the district. Additionally, there is a recognized need to improve communication regarding the various supports available for different typologies of English Learners, ensuring that students and their families are fully aware of the resources tailored to their specific needs. **Scope:** Limited to Unduplicated Student Group(s)		

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

N/A

Additional Concentration Grant Funding

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

Goal 4, Action 1, focuses on increasing Full-Time Equivalent (FTE) positions to provide direct services to students at schools with a high concentration (above 55 percent) of Foster Youth, English Learners, and Low-Income students, utilizing the additional concentration grant add-on funding.

Increase in Full-Time Equivalent (FTE) Staff:

- Teachers:Hiring additional teachers to reduce class sizes and provide more individualized instruction and support, particularly for English Learners and Low-Income students.
- Instructional Aides:Increasing the number of instructional aides to assist in classrooms, providing targeted support to Foster Youth, English Learners, and Low-Income students.

- Behavior Intervention Technicians: Adding more behavior intervention technicians to address behavioral challenges and support the social-emotional needs of students.
- Board-Certified Behavior Analysts: Employing additional board-certified behavior analysts to design and implement effective behavioral interventions.

Specialized Roles to Enhance Student Support:

- Physical Education Instructors and Music Educators: Expanding physical education and music programs to promote physical health, creativity, and engagement among students.
- Lovell Librarian:Providing additional librarian support to ensure students have access to a broad range of learning resources and to foster literacy skills.
- Campus Security Personnel and Campus Security/CTE Driver: Increasing security staff to ensure a safe learning environment and adding drivers to support transportation needs for CTE programs.

Family and Community Engagement:

- Family Education Centre Outreach Aide: Increasing outreach aides to support family engagement, providing resources and training for parents of Foster Youth, English Learners, and Low-Income students.
- Workforce Development Specialists: Hiring more workforce development specialists to prepare students for future careers, offering guidance, skills training, and connecting them with job opportunities.

Operational and Facility Support:

- Custodians:Adding custodial staff to maintain clean and safe school environments, which is essential for creating a conducive learning atmosphere.

COJUSD will continue to monitor the effectiveness of the increased FTE positions. Data on student outcomes, such as academic performance, attendance, behavior, and engagement, will be asses to reflect on impact of the additional staff. Educational partners Engage parents will be provided with the opportunity to provide feedback and input on services throughout the year.

Expected Outcomes:

- Improved Academic Achievement:Higher academic performance for Foster Youth, English Learners, and Low-Income students through increased individualized support and reduced class sizes.
- Enhanced Social-Emotional Well-Being: Better social-emotional outcomes for students due to increased access to behavior intervention and support services.
- Increased Family Engagement:Greater involvement of parents and families in the educational process, leading to a more supportive home learning environment.
- Safer and Healthier School Environment:Improved safety and cleanliness of school facilities, contributing to a positive and conducive learning atmosphere.

By strategically increasing the number of staff providing direct services at schools with high concentrations of Foster Youth, English Learners,

and Low-Income students, the District aims to significantly enhance educational outcomes and support for these underserved populations.

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

2025-26 Total 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	$42,735,844	$19,116,795	44.732%	0.000%	44.732%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$19,116,795.00	$936,687.00	$0.00	$0.00	$20,053,482.00	$13,947,938.00	$6,105,544.00

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	Safe and Supportive Environment (PBIS) to Engage Students	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$675,317.00	$504,759.00	$1,180,076.00				$1,180,076.00	
1	1.2	Supplemental Instructional Materials	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$3,927.00	$217,011.00	$220,938.00				$220,938.00	
1	1.3	Early Education Support for children 0-5 years of Age	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$5,000.00	$5,000.00				$5,000.00	
1	1.4	Intervention for Students NOT YET AT STANDARD	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$1,869,117.00	$115,500.00	$1,984,617.00				$1,984,617.00	
1	1.5	Provide Literacy and Individualized Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$429,230.00	$0.00	$429,230.00				$429,230.00	
1	1.6	College and Career Provide college and career experiences for students to prepare them for a variety of post-secondary options.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$912,657.00	$145,249.00	$1,057,906.00				$1,057,906.00	
1	1.7	Individualized Support for At Promise Males and Females	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$500.00	$500.00				$500.00	
1	1.8	Reading Intervention and Acceleration Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth	All Schools	Ongoing	$472,488.00	$0.00	$472,488.00				$472,488.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
						Low Income										
1	1.9	Support to Improve Pupil Attendance and Positive Behavior	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$213,770.00	$0.00	$213,770.00				$213,770.00	
1	1.10	Provide Wrap Around Services to Support Student Learning	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$1,865,537.00	$2,000.00	$1,867,537.00				$1,867,537.00	
1	1.11	Provide Broad Course of Study	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$156,447.00	$48,400.00	$204,847.00				$204,847.00	
1	1.12	Provide Enrichment Services for students identified as Gifted and Talented (GATE)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$1,165.00	$500.00	$1,665.00				$1,665.00	
1	1.13	Provide Opportunities for Co-Curricular Programs	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$532,262.00	$173,027.00	$705,289.00				$705,289.00	
1	1.14	Provide Support to Family Education Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$72,072.00	$50,000.00	$122,072.00				$122,072.00	
1	1.15	English Learner Support for English Proficiency	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	$169,598.00	$0.00	$169,598.00				$169,598.00	
2	2.1	Provide Mentoring Support to Teachers	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$59,132.00	$59,233.00	$118,365.00				$118,365.00	
2	2.2	Provide Ongoing Training and Professional Learning time	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$429,412.00	$15,000.00	$444,412.00				$444,412.00	
2	2.3	Provide Professional Learning and Instructional Coaching Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$1,340,436.00	$0.00	$1,340,436.00				$1,340,436.00	

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
2	2.4	Provide Categorical Program Staff to Coordinate Supplemental Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$241,423.00	$0.00	$241,423.00				$241,423.00	
2	2.5	Provide Parent Education Opportunities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$3,497.00	$25,000.00	$28,497.00				$28,497.00	
2	2.6	Provide Parent Communication	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$30,000.00	$30,000.00				$30,000.00	
3	3.1	Provide Instructional and Operational Technology	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$339,118.00	$660,000.00	$999,118.00				$999,118.00	
3	3.2	Provide and Enhance Adequate Facilities and Enrichment Activities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$323,063.00	$3,868,456.00	$4,191,519.00				$4,191,519.00	
3	3.3	Support the Collection and Analysis of Student Achievement Data	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$144,061.00	$4,409.00	$148,470.00				$148,470.00	
4	4.1	Increase FTE to improve services to Foster Youth, English Learners, and Low Income students.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$2,939,022.00	$0.00	$2,939,022.00				$2,939,022.00	
5	5.1	Individualized Support	All	No			All Schools Specific Schools: Lovell High School 11-12	Three Years	$157,259.00	$0.00		$157,259.00			$157,259.00	
5	5.2	Online CTE Pathway Program	All	No			Specific Schools: Lovell High School 11-12	Three Years	$0.00	$15,000.00		$15,000.00			$15,000.00	
5	5.3	Supplemental Material and Supplies	All	No			All Schools Specific Schools: Lovell	Three Years	$0.00	$8,500.00		$8,500.00			$8,500.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
							High School 11-12									
6	**6.1**	Provide Opportunities for School Connectedness	All	No			All Schools Specific Schools: Community Day School	Three Years	$30,732.00	$20,000.00		$50,732.00			$50,732.00	
7	**7.1**	Literacy and Math Intervention	All	No			All Schools Specific Schools: Esperanza	Three Years	$32,196.00	$20,000.00		$52,196.00			$52,196.00	
8	**8.1**	Targeted Academic Tutoring and Intervention Support	All	No			All Schools	Three Years	$0.00	$55,000.00		$55,000.00			$55,000.00	
8	**8.2**	Early Academic Intervention and School Readiness Support	All	No			All Schools	Three Years	$170,000.00	$0.00		$170,000.00			$170,000.00	
8	**8.3**	Professional Development and Instructional Coaching for Educator Effectiveness	All	No			All Schools	Three Years	$150,000.00	$60,000.00		$210,000.00			$210,000.00	
8	**8.4**	Behavioral, Social-Emotional, and Trauma-Informed Support Services with Bilingual and Behavioral Staff	All	No			All Schools	Three Years	$215,000.00	$0.00		$215,000.00			$215,000.00	
8	**8.5**	Assessment and Benchmarking Systems to Monitor Student Progress	All Students with Disabilities	No			All Schools	Three Years	$0.00	$3,000.00		$3,000.00			$3,000.00	

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$42,735,844	$19,116,795	44.732%	0.000%	44.732%	$19,116,795.00	0.000%	44.732 %	**Total:**	$19,116,795.00
								LEA-wide Total:	$18,947,197.00
								Limited Total:	$169,598.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Safe and Supportive Environment (PBIS) to Engage Students	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,180,076.00	
1	1.2	Supplemental Instructional Materials	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$220,938.00	
1	1.3	Early Education Support for children 0-5 years of Age	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$5,000.00	
1	1.4	Intervention for Students NOT YET AT STANDARD	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,984,617.00	
1	1.5	Provide Literacy and Individualized Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$429,230.00	
1	1.6	College and Career Provide college and career experiences for students to prepare them for a variety of post-secondary options.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,057,906.00	

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	1.7	Individualized Support for At Promise Males and Females	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$500.00	
1	1.8	Reading Intervention and Acceleration Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$472,488.00	
1	1.9	Support to Improve Pupil Attendance and Positive Behavior	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$213,770.00	
1	1.10	Provide Wrap Around Services to Support Student Learning	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,867,537.00	
1	1.11	Provide Broad Course of Study	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$204,847.00	
1	1.12	Provide Enrichment Services for students identified as Gifted and Talented (GATE)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,665.00	
1	1.13	Provide Opportunities for Co-Curricular Programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$705,289.00	
1	1.14	Provide Support to Family Education Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$122,072.00	
1	1.15	English Learner Support for English Proficiency	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$169,598.00	
2	2.1	Provide Mentoring Support to Teachers	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$118,365.00	
2	2.2	Provide Ongoing Training and Professional Learning time	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$444,412.00	
2	2.3	Provide Professional Learning and Instructional Coaching Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,340,436.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.4	Provide Categorical Program Staff to Coordinate Supplemental Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$241,423.00	
2	2.5	Provide Parent Education Opportunities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$28,497.00	
2	2.6	Provide Parent Communication	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$30,000.00	
3	3.1	Provide Instructional and Operational Technology	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$999,118.00	
3	3.2	Provide and Enhance Adequate Facilities and Enrichment Activities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$4,191,519.00	
3	3.3	Support the Collection and Analysis of Student Achievement Data	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$148,470.00	
4	4.1	Increase FTE to improve services to Foster Youth, English Learners, and Low Income students.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,939,022.00	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$19,130,546.00	$19,130,546.00

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**	Safe and Supportive Environment (PBIS) to Engage Students	Yes	$1,152,069.00	$787,000
1	**1.2**	Supplemental Instructional Materials	Yes	$221,353.00	$199,340
1	**1.3**	Early Education Support for children 0-5 years of Age	Yes	$5,000.00	$5,000
1	**1.4**	Intervention for Students NOT YET AT STANDARD	Yes	$1,904,450.00	$1,856,924
1	**1.5**	Provide Literacy and Individualized Support	Yes	$385,072.00	$387,663
1	**1.6**	College and Career Provide college and career experiences for students to prepare them for a variety of post-secondary options.	Yes	$855,132.00	$855,130
1	**1.7**	Individualized Support for At Promise Males and Females	Yes	$500.00	$250
1	**1.8**	Reading Intervention and Acceleration Services	Yes	$451,254.00	$451,000
1	**1.9**	Support to Improve Pupil Attendance and Positive Behavior	Yes	$213,770.00	$170,000
1	**1.10**	Provide Wrap Around Services to Support Student Learning	Yes	$1,872,303.00	$1,167,328
1	**1.11**	Provide Broad Course of Study	Yes	$198,564.00	$258,341

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.12	Provide Enrichment Services for students identified as Gifted and Talented (GATE)	Yes	$1,000.00	$3,093
1	1.13	Provide Opportunities for Co-Curricular Programs	Yes	$716,840.00	$620,446
1	1.14	Provide Support to Family Education Services	Yes	$122,072.00	$115,000
1	1.15	English Learner Support for English Proficiency	Yes	$165,486.00	$165,000
2	2.1	Provide Mentoring Support to Teachers	Yes	$118,365.00	$105,000
2	2.2	Provide Ongoing Training and 2-day Professional Learning	Yes	$1,437,382.00	$1,356,500
2	2.3	Provide Professional Learning and Instructional Coaching Support	Yes	$1,391,033.00	$1,282,236
2	2.4	Provide Categorical Program Staff to Coordinate Supplemental Services	Yes	$200,145.00	$195,000
2	2.5	Provide Parent Education Opportunities	Yes	$28,497.00	$19,000
2	2.6	Provide Parent Communication	Yes	$30,000.00	$26,000
3	3.1	Provide Instructional and Operational Technology	Yes	$954,760.00	$953,409
3	3.2	Provide and Enhance Adequate Facilities and Enrichment Activities	Yes	$3,779,527.00	$4,886,980
3	3.3	Support the Collection and Analysis of Student Achievement Data	Yes	$148,470.00	$150,000

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)
4	**4.1**	Increase FTE to improve services to Foster Youth, English Learners, and Low Income students.	Yes	$2,526,903.00	$2,894,307
5	**5.1**	Individualized Support	No	$122,103.00	$122,103
5	**5.2**	Online CTE Pathway Program	No	$15,000.00	$15,000
5	**5.3**	Supplemental Material and Supplies	No	$13,496.00	$13,496
6	**6.1**	Provide Opportunities for School Connectedness	No	$50,000.00	$25,000
7	**7.1**	Literacy and Math Intervention	No	$50,000.00	$45,000

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)
$18,879,947	$18,879,947.00	$18,879,947.00	$0.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Safe and Supportive Environment (PBIS) to Engage Students	Yes	$1,152,069.00	$787,000		
1	1.2	Supplemental Instructional Materials	Yes	$221,353.00	$199,340		
1	1.3	Early Education Support for children 0-5 years of Age	Yes	$5,000.00	$5,000		
1	1.4	Intervention for Students NOT YET AT STANDARD	Yes	$1,904,450.00	$1,856,924		
1	1.5	Provide Literacy and Individualized Support	Yes	$385,072.00	$367,663		
1	1.6	College and Career Provide college and career experiences for students to prepare them for a variety of post-secondary options.	Yes	$855,132.00	$855,130		
1	1.7	Individualized Support for At Promise Males and Females	Yes	$500.00	$250		
1	1.8	Reading Intervention and Acceleration Services	Yes	$451,254.00	$451,000		
1	1.9	Support to Improve Pupil Attendance and Positive Behavior	Yes	$213,770.00	$170,000		
1	1.10	Provide Wrap Around Services to Support Student Learning	Yes	$1,872,303.00	$1,167,328		
1	1.11	Provide Broad Course of Study	Yes	$198,564.00	$258,341		

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	1.12	Provide Enrichment Services for students identified as Gifted and Talented (GATE)	Yes	$1,000.00	$3,092		
1	1.13	Provide Opportunities for Co-Curricular Programs	Yes	$716,840.00	$620,446		
1	1.14	Provide Support to Family Education Services	Yes	$122,072.00	$115,000		
1	1.15	English Learner Support for English Proficiency	Yes	$165,486.00	$165,000		
2	2.1	Provide Mentoring Support to Teachers	Yes	$118,365.00	$105,000		
2	2.2	Provide Ongoing Training and 2-day Professional Learning	Yes	$1,437,382.00	$1,356,500		
2	2.3	Provide Professional Learning and Instructional Coaching Support	Yes	$1,391,033.00	$1,282,236		
2	2.4	Provide Categorical Program Staff to Coordinate Supplemental Services	Yes	$200,145.00	$195,000		
2	2.5	Provide Parent Education Opportunities	Yes	$28,497.00	$19,000		
2	2.6	Provide Parent Communication	Yes	$30,000.00	$26,000		
3	3.1	Provide Instructional and Operational Technology	Yes	$954,760.00	$953,409		
3	3.2	Provide and Enhance Adequate Facilities and Enrichment Activities	Yes	$3,779,527.00	$4,886,980		
3	3.3	Support the Collection and Analysis of Student Achievement Data	Yes	$148,470.00	$150,000		
4	4.1	Increase FTE to improve services to Foster Youth, English Learners, and Low Income students.	Yes	$2,526,903.00	$2,884,308		

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)
$41,937,083	$18,879,947	0.00	45.020%	$18,879,947.00	0.000%	45.020%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

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